

SEND Policy and Information Report

St. Lawrence CE (VA)
Primary School

With

Little Lawrences & Larks 'n' Owls

Napton

*A happy church school that nurtures the unique talents of
individuals and brings them together so that 'they will soar on
wings like eagles' (Isaiah 40:31)*

Last reviewed on: January 2020

Next review due by: January 2021

The following document outlines the common approaches and strategies used within our school.

1. Aims

Our SEN policy and information report aims:

- To encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEND which will enable them to succeed in their education and make a successful transition into adulthood.
- To reflect the New Code of Practice (2014) in stating that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (p86, para 6.33). Every teacher is a teacher of every child or young person including those with special educational needs or disabilities.
- To fully adopt the graduated approach to ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school/setting with high expectations for the best possible progress.
- To encourage and engage the participation of children and young people and parents in the decision making and the planning and review of outcomes with regard to their provision.
- To clearly identify the roles and responsibilities of school staff and the Governors in providing an appropriate education for pupils with special educational needs and/or disabilities.
- To be proactive in enabling full access for pupils with SEND to all manageable aspects of the school curriculum and the wider school life and activities thus developing positive self-esteem with a long term goal of independence and preparation for adulthood.

St Lawrence CofE Primary School's policy (including Little Lawrences) incorporates the values and principles that all children regardless of a special educational need are of equal value and have an equal entitlement to the full range of curriculum experiences. It has been written by the Special Needs Co-ordinator in consultation with the Head-teacher, Staff and Governing Body of St Lawrence CE Primary School. It has been updated with due regard to the requirements of the Code of Practice and it will be monitored and evaluated according to changes within the Code of Practice as and when they arise. The SEN Policy goes hand in hand with our Teaching and Learning policy and Behaviour Policy.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

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

3. Definitions

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

They have a learning difficulty or disability if they have:

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

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

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Emma Shepherd. Her email address is eshepherd@stlawrenceprimaryschool.co.uk

She will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work 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
- Ensure the school keeps the records of all pupils with SEN up to date
- Take a strategic role in developing, monitoring and reviewing the SEN Policy and the School Offer
- Oversee the identification of children needing intervention through SEN Provision, Provision Plan or EHC plan
- Work with and advise colleagues
- Co-ordinate the teaching provided for children with SEN
- Oversee the records on all children with SEN
- Work in partnership with parents of SEN children
- Involve the child with SEN in the target setting and review process
- Support the in-service training of all staff
- Work with external agencies
- Liaise with local primary and secondary schools to enable smooth transition for children with SEN
- Liaise with the governor responsible for SEN

- Review the quality of provision and work with practitioners to ensure children have access to suitable challenges

4.2 The SEN governor (Emily Harris, who can be contacted at governors@stlawrenceprimaryschool.co.uk)

The SEN governor will:

- Help to raise awareness of SEN 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
- It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEN following the requirements of the Code of Practice 2014. The Governing Body will, in cooperation with the Head teacher, determine the school's general policy and approach to provision for children with SEN and establish the appropriate staffing and funding arrangements. It will also maintain a general overview of the school's work.

4.3 The Headteacher (John Brine)

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

4.4 Class teachers

Class teachers will be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEN. The planning for and delivery of the Provision Plan, is the responsibility of the class teacher. Overall responsibility for pupil progress remains with the class teacher. All children are expected to make good progress against their starting point.

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

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),

- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying pupils with SEN and assessing their needs

The 2014 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

(Taken from 2014 SEN Code of Practice: 0 to 25 Years– Introduction xiii and xiv)

All teachers expect to have children with SEND in their classes.

The school reflects what the Code of Practice states (p88 sect 637) in that pupils are only identified as SEN if they do not make adequate progress once they have had relevant adjustments and strategies, including good quality personalised teaching. This is known as 'SEN Support'.

The four broad areas identified within the SEN Code of Practice 2014 (p86) are

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health Difficulties**
- **Sensory and/or Physical needs**

These areas exemplify the range of need for which the school is able to identify and provide support from within the school's provision.

- The purpose of identification is to work out what action the school needs to take. The school identifies the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.
- The ability to identify SEN and adapt teaching in response to the diverse needs of pupils is a core requirement of the teachers' standards (2012), teachers are guided and supported in this by the SENCo/Inclusion Manager and information is shared appropriately and frequently.
- Although the SENCo has overall responsibility for supporting the identification of pupils with SEN in the school it is recognised that other members of teaching and pastoral staff have a key role to play in this process. This is part of the collective responsibility and collaborative approach of the school.
- Early identification of pupils with SEN is a crucial factor in overcoming barriers to learning. The SENCo and SLT work closely to monitor the school tracking data.

We also use a number of indicators to identify pupils' special educational needs, such as:

- Observations.
- Information from the child
- Close analysis of data including: EYFSP, termly, yearly and end of key stage assessments
- Non-verbal assessments and annual pupil assessments, including specialised assessments carried out by Specialist Teaching Services.
- Any teacher or support staff concerns.
- Following up parental/carers concerns.
- Tracking individual pupil progress over time.
- Information from previous schools.

- Information from other services.
- Very close liaison at the outset with EYFS staff and parents.

We are alert to emerging difficulties which may not be evident at an early age; these concerns may be expressed by parents or the children themselves. Equally it is not assumed that attainment in line with chronological age means that there are no learning difficulties as it very much depends on the individual.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

What is not SEN but may impact on progress and attainment may include:

- Disability
- Attendance and punctuality
- Health and welfare
- Children/young people in receipt of Pupil Premium Grant
- Being a child/young person of servicemen/women
- EAL
- Travellers

When deciding whether special educational provision is required, we will start with the desired outcomes, including 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.

5.3 Consulting and involving pupils and parents

All parents of children with special educational needs are treated as partners. Parents will be consulted about all action taken by the school. Provision Plans will be shared termly with parents and their views on progress will be recorded at review meetings. Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the pupil's school records.

The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes. We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty

- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and, where relevant, advice from external support services, will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis requires regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents. Parents will be informed either at parents' meetings or during informal meetings to discuss the child's progress.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The

class teacher, in conjunction with the SENCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Annual Reviews

The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support. Annual reviews are carried out in accordance with the COP. A review meeting might recommend amendments to the statement if:

- Significant new evidence has emerged which is not recorded on the statement.
- Significant needs recorded on the statement are no longer present.
- The provision should be amended to meet the child's changing needs and the targets specified at the review meeting.
- The child should change schools, either at the point of transfer between phases or when a child's needs would be appropriately met in a different setting.

For pupils in Year 5 the annual review is used as a means of declaring the secondary phase provision required.

During the annual review, we record the views of any people involved with the child. The evidence received, and comments on the evidence, together with an account of the review meeting form the basis of the report.

SEN support

In many cases the pupil's needs are effectively met within school. The way this is done is outlined in the School's Local Offer which is published on the school's website.

- Where a pupil continues to make less than expected progress despite evidence based support matched with interventions (targeted support) addressing areas of need it may be necessary to involve specialists in the school or from outside agencies (specialist support). Parents will always be informed and involved in the decision to procure the advice of a specialist and their consent will be required formally by agencies.

(Except in child protection cases where a child is deemed to be at risk.)

- Provision Plan is drawn up and appropriate targets set. The plan is reviewed termly. It

records specific and challenging targets for the child to achieve in a term, together with the personalised provision (which may be 1:1 or in small group) put in place to enable the child to achieve these targets.

The responsibility for maintaining/updating SEN Provision Plan is that of the SENCo, however they are used on a daily basis by the class teacher, teaching assistant, or specialist teaching assistant assigned to undertake the specified intervention.

Targets for children at SEN Support are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher - who monitors progress towards the targets during the intervention - and by the SENCo who monitors overall progress after the intervention. Progress monitoring forms are used to record this information.

- Where assessment indicates that support from specialist services is required, the school strives to ensure that the pupil receives this as quickly as possible. The Local Offer sets out clearly what support is available and how it can be accessed.

Support Services used include for example,

Educational Psychology, Specialist Teacher Services, CAMHS (Child and Adolescent Mental Health Service), REACH, Speech and Language Therapy Services, to name a few. Accountability for the quality of provision is that of external agencies is undertaken by the SENCo who jointly agrees the funding of such provision with SLT. The governors ensure that the school meets its responsibility for all children who have SEN.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process (referred to as an educational, health care plan (EHCP)) which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an EHCP will be taken at a progress review meeting.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health Professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the SEN Local Offer:

www.warwickshire.gov.uk/send

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

When children approach transition from classes and/or key stages they are involved in a number of “transition days” when they spend time in their respective classrooms being taught by their “new” teachers. Similarly when children are in Year 6 they take part in a number of taster days at local secondary schools and experience a typical day there.

Children with SEN, if it is thought appropriate, can receive additional support during these transitions. For example Year 6 pupils have been accompanied by school staff on additional taster days when arranged as appropriate. Children who may find transition more difficult have had meetings convened to put in place strategies to help them with the changes. Children may be given extra time, with support, in their new classes or given visual reminders of their new desk/classroom/teacher/peers to look at over the school holidays.

5.6 Our approach to teaching pupils with SEN

- Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- Once a pupil has been identified as possibly having SEN they will be closely monitored and assessed by staff in order to gauge their level of learning and possible difficulties.
- The child’s class teacher will take steps to provide differentiated learning opportunities that will aid the pupil’s academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- Parents will be informed fully of every stage of their child’s development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

- The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEN register. Parents are given this information. It is recorded by the school on a Cause For Concern form, as an aid to further progression and for future reference. The child will be given targeted support within class.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- The school's accessibility plan can be found on the school website here:
<https://www.stlawrenceprimaryschool.co.uk/wp-content/uploads/2020/01/Accessibility-Plan-2019-2022.pdf>

5.8 Additional support for learning

We have nine teaching assistants who are trained to deliver interventions.

Teaching assistants will support pupils on a 1:1 basis when stipulated in an EHCP.

Teaching assistants will support pupils in small groups when a need is identified.

We work with the following agencies to provide support for pupils with SEN:

- Ed Psych, Speech & Language Team, Occupational Health, School Nursing, Health Visitors and other professionals, SEND supported.

5.9 Expertise and training of staff

Our SENCO began her role in September 2019 and has 18 years of prior experience as a class teacher.

She is allocated 3 hours' a week a week to manage SEN provision.

We have a team of nine teaching assistants, including one higher level teaching assistant (HLTAs), Mrs Jane Easton, who is trained to deliver SEN provision.

5.10 Securing equipment and facilities

By agreement with the SENCo, who has an annual budget to use on securing equipment and facilities.

5.11 Evaluating the effectiveness of SEN provision

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

There are many different ways of gathering information to evaluate the success of our SEN provision.

We have a provision management approach, involving the mapping of SEN provision, monitoring, review and evaluation of interventions used to support pupils and deployment of staff and resources to ensure our children achieve.

The information gained from provision management is used to identify how effective provision (interventions) is in enabling pupils to achieve academic and wider outcomes.

Parents are invited to attend SEN review meetings, which can also take place during set parent evening times. At the review meeting the pupil's progress towards meeting the targets set are discussed and new targets identified. The meeting should consider the following questions:

- What are the pupil's current levels of attainment relating to SEN Support Plan targets?
- What progress has the pupil made towards meeting the overall objectives set out in the Provision Plan or EHCP?
- What are the parents'/carers' views of the pupil's progress?
- What are the pupil's views of their progress?
- Is the current provision appropriate to the pupil's needs?
- What targets should be set?
- Have there been any significant changes to the pupil's circumstances?
- Have there been any significant changes in the pupil's special educational needs and therefore do they need to move within the graduated stage?
- How will the pupil's progress be assessed?
- Are there any particular strategies that have led to improvement?
- Are there any particular requirements to promote inclusion?
- What are the pupil's current levels of attainment in literacy and numeracy?

Close attention is paid to the SEN Code of Practice and to Section 9 of the SEN Toolkit.

A decision is made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class. The SENCo monitors interventions to identify 'what works'. Where it is clearly evidenced and deemed that a pupil has made significant progress, enough to close the attainment gap between

the child and their peers, in line with age appropriate expectations, the child will be removed from the SEN register.

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Monitoring by the SENCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHCPs

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

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 school trips, and supported appropriately throughout.

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.

The school's accessibility plan can be found here: <https://www.stlawrenceprimaryschool.co.uk/wp-content/uploads/2020/01/Accessibility-Plan-2019-2022.pdf>

St Lawrence Primary School aims to ensure that all children can access the school building regardless of their Special Educational Need or Disability. As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- Toilets adapted for disabled users
- Flat surfaces to make our school buildings accessible to all
- Sensory rooms, in the main school building and Little Lawrences
- Ongoing adaptations take place where necessary

Examinations and access arrangements

SEN pupils have access to concession time, a scribe, a reader and rest breaks, if required. The SENCo, class Teacher and SENCo work collaboratively to ensure that pupils are given every opportunity to demonstrate their true ability in tests.

5.13 Support for improving emotional and social development

All students at St Lawrence can access

- Quality First teaching with appropriate differentiation (including best SEND practice)
- Access to assessment for identification of significant needs.
- Whole school The Big Umbrella project in collaboration with MIND
- Whole school Reward System.
- Whole school policy for behaviour management with graduated response.
- Year 6 transition support.
- Anti-bullying policy.

Targeted support for small groups may include

- Year 6 Big Umbrella Wellbeing Support.
- Intervention groups – behaviour/social skills/self esteem/stress management.
- In-class support in some lessons.

Support for individual students may include

- Counselling.
- Outside agency input (eg. Educational Psychologist, Early Help, CAMHS, Specialist Teaching Services).
- In-class support for students at risk of exclusion.
- Behaviour Action Plan
- Child Looked After support.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

The school is in regular and frequent contact with Ed Psych, Speech & Language Team, Occupational Health, School Nursing, Health Visitors and other professionals, SEND supported.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCo or the Headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Contact details for the Ed Psych, Speech & Language Team, Occupational Health, School Nursing, Health Visitors and other professionals, SEND supported are all made available upon request to parents of pupils with SEN.

5.17 Contact details for raising concerns

The Designated Safeguarding Lead (DSL) can be contacted in the first instance regarding any concerns that a parent may have.

5.18 The local authority local offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Warwickshire's Local Offer is available from the following website:

www.warwickshire.gov.uk/send

The school's SEN Information Report, available on the school website, outlines the school's statutory requirement.

Our contribution to the local offer can be found on the school website under the SEND section.

6. Monitoring arrangements

This policy and information report will be reviewed by Emma Shepherd **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility (<https://www.stlawrenceprimaryschool.co.uk/wp-content/uploads/2020/01/Accessibility-Plan-2019-2022.pdf>)
- Behaviour (<https://www.stlawrenceprimaryschool.co.uk/wp-content/uploads/2019/09/St-Lawrence-Behaviour-Policy-2019-.pdf>)
- Equality (<https://www.stlawrenceprimaryschool.co.uk/wp-content/uploads/2019/09/St-Lawrence-Equal-Opportunities-Policy-Sept-2019-final-version.pdf>)

8. Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs Code of Practice 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012
- Equality Act 2010: advice for Schools DFE Feb 2013
- Schools SEN Report Regulations 2014-08-30
- Safeguarding Policy
- The National Curriculum in England, Key Stage 1 and Key Stage 2 document, Sept 2013
- Section 69 of the Children and Families Act 2014