



Wigston Academy

SEND POLICY

DATE APPROVED:	22 nd September 2025
APPROVED BY:	Board of Trustees
REVIEW FREQUENCY:	Annually
DATE FOR REVIEW:	September 2026

Signed by Chair of Trustees:

A handwritten signature in black ink, appearing to be 'M. M. M.' or similar, written in a cursive style.

Date: 22nd September 2025

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1. Aims

At Wigston Academy, our aim is to ensure that all students can access education to achieve their potential. The Academy is a place where differences are celebrated and we recognise that learning is different for everyone. We have an inclusive approach, which helps make sure that no one is left behind and that each one of our students gets the help and support which they need to move on and make progress. We recognise the needs of each individual and endeavour to ensure that the learning opportunities provided for them, and the targets set, reflect and address these needs.

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

- Set out how our school will support and make provision for students with SEND
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

2. Legislation and guidance

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

- [Part 3 of the Children and Families Act 2014](#), which sets out school's responsibilities for students with SEN and disabilities.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out school's responsibilities for education, health and care plans (EHCPs), SEND Co-ordinators (SENDCOs) and the SEND information report.
- Parts One and two of the [Teacher Standards 2011](#), Which sets out teacher's responsibilities for all students.

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

3. Definitions

Definitions of SEND, taken from The Children and Families Act 2014.

A student has SEND 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) A significantly greater difficulty in learning than the majority of others of the same age, or
- b) 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.
- c) A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above, or would do so if special educational provision was not made for them.

SEND 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.

Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Within Wigston Academy, SEND falls under the Enhance umbrella. Enhance also encompasses, student premium (PP), more able (MA), English as an additional language (EAL) and Catch-up. Students who fit into more than one category will have provision met by the respective areas of Enhance.

4. Roles and responsibilities

4.1 The SENDCo

The SENDCo is Miss. Sereen Carty

The SENDCo will:

- Work with the Headteacher, the Enhance Leader, Progress Team, Inclusion Panel 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 for individual students with SEND, including those who have EHCPs.
- Provide professional guidance to colleagues and work with staff, parents and carers and other agencies, to ensure that students with SEND receive appropriate support and high-quality teaching.
- Advise staff on the graduated approach and provision for SEND students.

- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure students and their parents and carers are informed about options and a smooth transition is planned.
- Work with the headteacher, the Enhance Leader and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Ensure the school keeps accurate and up-to-date, records of all students with SEND, as well as disseminate this information to appropriate staff.

4.2 The SEND governor

The SEND governor will:

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

4.3 The Headteacher

The Headteacher will:

- Work with the SENDCo, the Enhance Leader, Progress Team, Inclusion Panel and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

4.4 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet learners needs through a graduated approach.
- The progress and development of every learner in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching.
- Working with the SENDCo to review each learner's progress and development, and decide on any changes to provision.
- Ensuring they follow this SEND policy and the SEN information report.
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them;
 - Discuss the activities and support that will help achieve the set outcomes;
 - Identify the responsibilities of the parent, the learners, and the Academy;
 - Listen to the parents' concerns and agree their aspirations for the learner.

5. SEND information report

5.1 The kinds of SEND that are provided for:

We provide additional and or different provision for a range of needs, across the four areas of needs highlighted in the SEND CoP:

Area of need	Condition
Communication and interaction	Autism Spectrum Condition
	Speech and language difficulties
Cognition and learning	Specific learning difficulties e.g. dyslexia, dyspraxia and dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
	Anxiety
Sensory and /or physical	Hearing impairments
	Visual impairments
	Multi-sensory impairment
	Physical impairment
	Processing difficulties
	Epilepsy

5.2 Identifying students with SEND and assessing their needs

A graduated response for identification, assessment and provision, in accordance with the SEND CoP (2015) is in place.

We aim to identify the needs of students with SEND as early as possible. We believe that this is most effectively done by gathering information from a number of sources. For example, we may ask parents and carers, students, teachers and other professionals for information. In most cases, students with SEND will have been identified by their previous school and this information is

shared with us. A member of the SEND team will also be available to attend education and health care plan (EHCP) reviews of year 6 for students who are likely to join the Academy the following year. This is part of our early transition provision.

5.2.1. The Academy works in close partnership with its feeder schools. At transition to secondary, parents are encouraged through their primary school to agree to share information in advance where there may be a need for additional provision and SEND to be supported.

- Discussions with feeder settings/schools when at transition stage.
- Annual reviews in Year 6 will be attended where appropriate to support transition.
- Additional visits and discussions with parents and the learner will be explored and where needed, further transition support during Year 6 will be included.
- For those with an ECH Plan and where this is known in sufficient time, interventions will be planned and in place for the first weeks.

5.2.2. Where a primary school has identified a learner as having a SEND, and additional Wave 1 support, this will be recorded by the secondary school, shared with teaching staff and monitored across the first year. Needs will be evaluated and if sufficient progress is made, the learners removed from the SEND list.

- Where progress is not as expected, the class teacher in conversation with the SENDCo, will discuss further assessment and Wave 2 interventions. The SENDCo will discuss these with parents and the learner beginning the Access, Plan, Do, Review process.

5.2.3. At transition to post-16, the Academy will work closely with families and learners to establish feasible links with appropriate colleges and training providers. The Academy will complete and finalise all annual reviews in year 11 within the first term to ensure they fully capture plans for the next step in education. Learners with an EHCP will also complete Preparing for Adulthood work and visits to support their transition beyond school.

Additionally, we use a variety of data and assessment tools to identify low attainment in literacy and numeracy, which may signify a SEND need.

- Key stage 2 SAT results and teacher assessments.
- We assess each student's current skills and levels of attainment on entry through standardised literacy assessments (NGRT, and the Single Word Reading Test). These are completed annually to identify any concerns that may not have already been addressed.
- In some instances, the school may screen students using the GL Assessment Dyslexia Screener or Dyslexia Gold. This enables us to determine the likelihood of a student having a specific learning difficulty (SpLD), like dyslexia. This is not a formal diagnosis though. We do not have this provision within the school. Where needs have not been previously identified, or additional and emerging needs are being considered, all staff have an obligation to report any concerns to the SENDCo. This will normally be the class teacher, but can also include LSAs, Progress Leaders, Heads of Department (HoDs) and pastoral staff. Through regular monitoring of progress, they will identify those students whose progress:
 - Is significantly slower than that of their peers starting from the same baseline.
 - Fails to match or better the student's previous rate of progress.
 - Fails to close the attainment gap between the student and their peers.
 - Widens the attainment gap.

This may include progress in areas other than attainment, for example, social, emotional and/or communication needs. **Slow progress and low attainment will not automatically mean a student is recorded as having SEND.**

Once a concern has been identified, an "Initial Concerns" referral form is completed by them and all other teachers of that student (and any LSAs or pastoral staff, where applicable). *This form identifies the student's strengths, needs, any concerns and what current in-class practice or intervention is in place.* The initial concerns form may go to the Progress Leaders or the SENDCo. Once the information has been collated, SENDCo will review it. Observations and referrals may be conducted, based on the information. Where necessary, additional provision, assessment or meetings will be put in place. **In some cases, this may lead to placement in interventions, additional adult support or alternative provision. However, these should not be considered an expectation, as Universal Provision (in-class teaching provision) should meet needs.**

If a student displays significant difficulties over a prolonged period of time, the SENDCo may consider creating a SEND support plan. This document is put in place to ensure individualised universal and targeted provision is in place to meet their needs. This may come with additional

funding, but this is not guaranteed. Any student with a SEND support plan will be placed on the SEND register, to ensure that the information about their needs, strategies to support them and provision in place is readily available to staff who work with them. The SEND support plan will be reviewed regularly (at least once a year), to ensure the information is up-to-date.

In addition to the SEND support plan, some students may undergo a statutory assessment for an EHCP. This will only occur when it is deemed that having received both universal and targeted provision, they still display significant difficulties. These difficulties will have been reviewed with the student, their parents and carers and any appropriate professional(s) over at least two review cycles (usually two terms – See section 5.4 for details). These people will be responsible for developing and reviewing the plan. Once the EHCP has been completed and agreed, it will be kept as part of the student's formal record and reviewed at least annually by the SENDCo, parents and carers, the student, and appropriate professionals. The review enables provision for the student to be evaluated and where appropriate, for changes to be put in place.

5.3 Consulting and involving students and parents and carers

At Wigston Academy we believe that a close working relationship with parents and carers is vital in order to ensure:

- Early and accurate identification and assessment of SEND, leading to the appropriate and effective provision.
- Continual social and academic progress of student with SEND, to enable personal success.
- Parental views are encouraged, considered and valued.
- Personal and academic targets are set, understood and reviewed regularly.

If assessment indicates that a student has SEND, we will have an early discussion with them and their parents and carers. Notes of these early discussions will be added to the student's record and shared. Students and parents and carers will always be consulted about provision and invited to attend meetings with external agencies, to ensure that they are kept up to date. In cases where more regular contact is necessary, this will be arranged. The SENDCo may signpost parents and carers to the local authority SEND Information Advice & Support Service (SENDIASS) for additional support. We will formally notify parents and carers when it is decided that a student will receive SEND support.

5.4 Assessing and reviewing students' progress towards outcomes

The graduated response, a four-part cycle of assess, plan, do and review (APDR), recognises that there is a continuum of SEND, and that most students will be at the SEND support level. This enables the provision to be refined and revised as the understanding of an individual student grows. It also enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes. Parents and carers will be formally advised of this before inclusion of the student on the Academy's SEND support register.

Assess

In identifying a student as needing SEND support, the subject teacher working with the SEND Team should carry out a clear analysis of the student's needs. This should draw on subject assessments, teacher observations, and details of previous progress and attainment. Also, comparisons with peers and national data, as well as the views and experience of parents and carers. The opinion and feelings of the individual and advice from external support services will also be considered. Any parents and carers concerns will be recorded and compared with the school's information and assessment data on how the student is progressing. This analysis will require regular review to ensure that provision is matched to need. It also ensures that barriers to learning are clearly identified, are being challenged and that the interventions being used are developing and evolving as required. Where external provision is in place, 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 with parents and carers.

Plan

This involves consultation between the SENDCo, parents and carers, students and appropriate professionals to agree the provision that is required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Staff working with the student, including support staff, will be informed of their individual needs, the provision available, any particular teaching strategies/approaches that are being employed, and the outcomes that are being sought. This information will be readily available as part of the Provision Map system.

Do

Teaching staff remain responsible for the progress of students in their class. They retain responsibility even where interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with LSAs and relevant professionals to plan and assess

the impact of provision. Assessment of the student's strengths and weaknesses, problem solving and advising of the implementation of effective provision will be decided by the SENDCo.

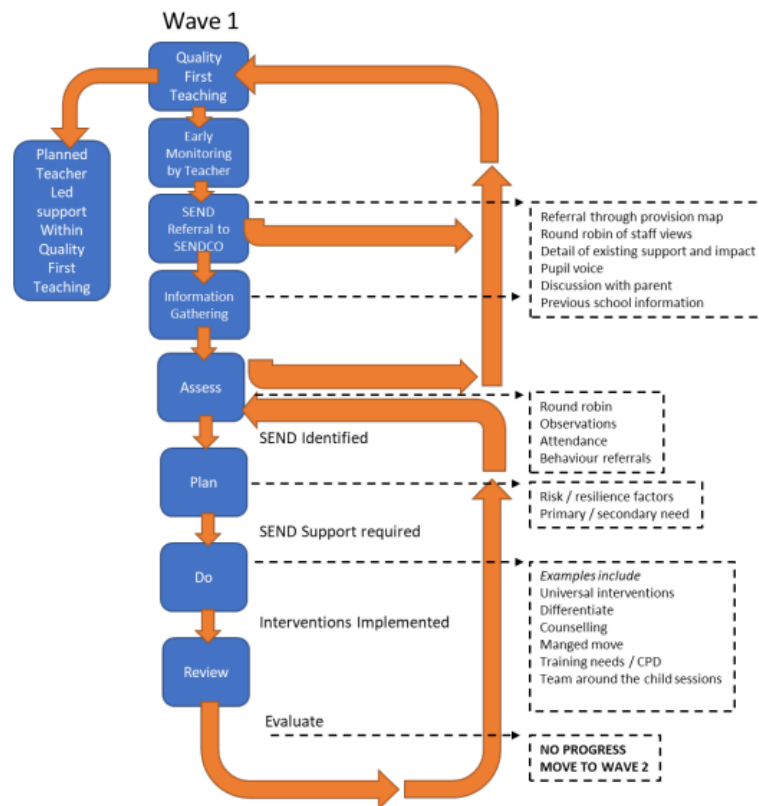
Review

Regular progress checks will be in place. The review process will evaluate the impact and quality of the provision agreed during the "assess" stage. The SENDCo may revise provision in light of student progress, but any necessary amendments would be made in consultation with parents and carers and teachers.

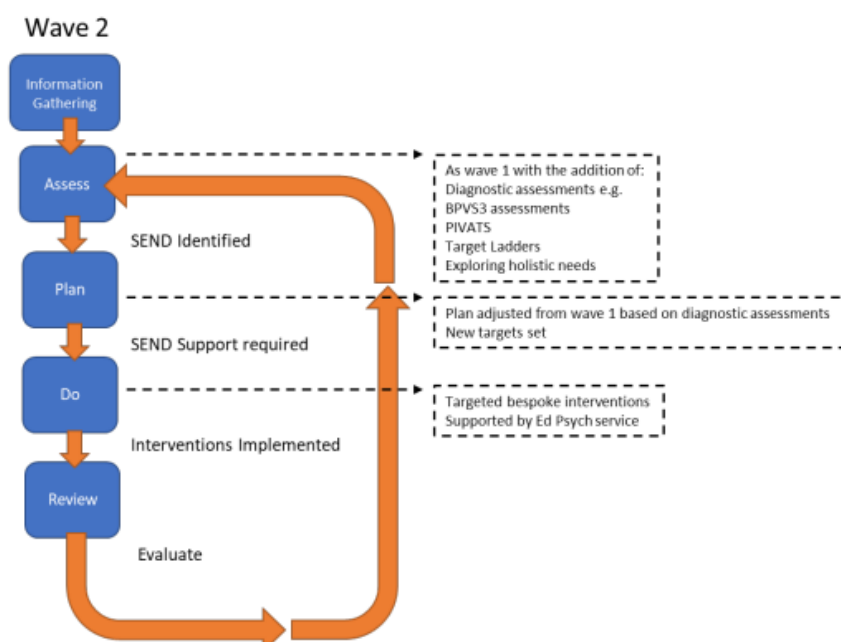
Waves of Intervention

5.4.1. The Trust uses a 3 wave approach to meeting the needs of its SEND learners/

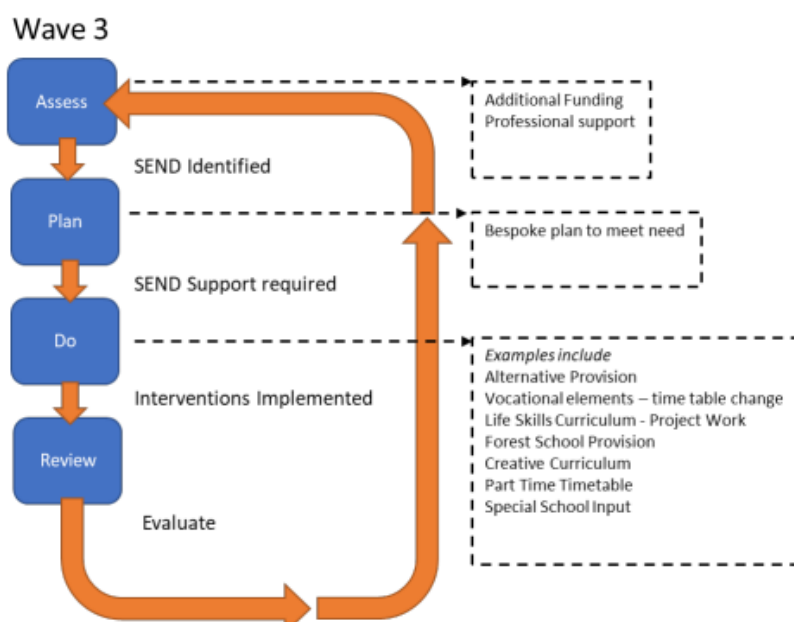
Wave 1 – Initial identification and intervention



Wave 2 – where initial wave 1 interventions have not secured desired impact, assessment will be moved to Wave 2. This wave allows access to more bespoke and specific specialist interventions based on targeted assessments undertaken at the beginning of the cycle.



Wave 3 – if insufficient impact is secured at wave 1 and 2, wave 3 seeks to secure additional funding (e.g. through EHC plan) and opens up access to more external and specialist support.



5.5 Supporting students moving between phases and preparing for adulthood

The Academy works in partnership with other schools, colleges and external agencies across the county to ensure the successful transition of all of our students. Where appropriate upon transition, students with identified SEND will be supported through meetings with parents and carers, key staff from both settings and support agencies.

- Careful thought is given to the placement of students in tutor groups, after liaison between the Progress Leader of Year 7, the Induction and Primary Liaison and the SENDCO.
- For some students, an individual plan of action to aid transition will be offered. Where necessary, enhanced transitions are offered to and from the Academy for students with SEND. This may include additional visits to the Academy or College prior to enrolment or regular meetings with the primary schools or colleges to ensure that we are fully informed of their needs.
- We will share all appropriate information with the school, college, alternative provision that the student is moving to. We will agree with parents and carers and student's which information will be shared as part of this.

Where a student has an EHCP there is a legal requirement to provide an annual review at the point of Year 9 and Year 11 transition. In these reviews, transition plans are drawn up in accordance with parents and carers, student and staff views.

5.6 Our approach to teaching students with SEND

The Academy welcomes all students and values them as individuals. We believe that they have the right to have their own particular needs recognised and supported, in order to achieve success. We also believe that **“All teachers are teachers of SEND.”** Therefore, it is a whole school responsibility to ensure inclusive practice and that SEND students’ needs are met. We do this through staff working together as a team, and in close partnership with our students and their parents and carers.

SEND is seen by our Academy as “The student requiring provision that is additional to or different from their peers.” We recognise that there are particular groups of students whose circumstances require additional consideration by those who work with them to support their SEND. We aim to reassure parents and carers and clarify issues for them throughout the SEND process. All parents and carers of our SEND students will be treated as partners and supported to play an active and valued role in their education. We endeavour to keep parents and carers informed about their child’s needs and invite them to regular review meetings, where appropriate.

The Headteacher, Enhance Leader and SENDCo oversee the Policy for Inclusion and are responsible for ensuring that it is implemented effectively throughout the Academy. The Academy’s curriculum is regularly reviewed by the Senior Leadership Team (SLT) to ensure that it promotes the inclusion of all students. This includes learning outside the classroom and in alternative provision. The Academy will also seek advice, where appropriate, from internal and external providers.

In line with the Teacher Standards and guidance in the Code of Practice, teachers are responsible and accountable for the teaching, progress and development of all the students in their class. Universal provision or “Quality First Teaching (QFT)” is our first step in meeting the needs of students with SEND.

5.7 Adaptations to the curriculum and learning environment

We understand that some students may experience difficulty or not make expected progress. Students with SEND will be given access to the curriculum through the SEND provision provided by the school as is necessary, taking into consideration the wishes of parents and carers and the needs of the student. Every effort will be made to educate students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with teachers and parents and carers regarding additional or alternative provision.

The school endeavours to meet the needs of all SEND pupils including those with SEND through Quality First Teaching, reasonable adjustments and targeted support. Where a pupil's needs are such that they may require more special provision or curriculum pathways, outside of what the school can reasonably provide, the school will work with the Local Authority, parents and external agencies to identify the most appropriate placement.

Differentiated, universal provision is available to all who need it. This is done through making changes that will enable the student to access whole class teaching, personalised where needed. Examples include:

- Modifying the environment – displays / lighting / seating plans/ distraction.
- Modifying language used – age/level appropriate, modelled and explained.
- Modifying resources used – accessibility to all / supportive.
- Modifying groupings and pairing of students.
- Modifying adult support.
- Modifying strategies to promote independence.
- Adaptive teaching

5.8 Additional support for learning

If it becomes clear the students' needs require provision which is additional to or different from the universal provision offered, targeted provision may be sought. Students on the SEND register will have a Student Profile (Pupil Passport) which outlines a child's individual needs and strategies to support them. These profiles created by the students, with support if necessary, and circulated to all staff and parents and carers. They are reviewed at least yearly. Some students, particularly those with EHCPs, may have an individual educational plan and/or a behaviour management plan. These will have been created after discussions with appropriate staff, parents and carers and the student. All staff who work with the student will be made aware of their needs, the outcomes sought, the provision available, and any teaching strategies or approaches that are required. We

will regularly review the effectiveness of provision and their impact on the student's progress.

These targeted provisions are:

- Evidence based rather than just closing the gap / booster groups.
- Little and often.
- Organised at times so that the student can still benefit from class teacher input in core lessons.
- Jointly planned.
- Evaluated to ensure the students are making progress and, If not why not?
- Changed if not having an impact.

Additional, in-class support is also available through the use of LSAs who support students with:

- Reading and writing tasks.
- Listening and concentrating.
- Staying on task and completing work.
- Answering questions.
- Helping students to work with each other.
- Small group work.

We also deliver interventions such as:

- Emotional Literacy – using the Zones of Regulation™
- Social skills – using the Talkabout™ programme
- Literacy – Catch-Up Literacy, Spelling and Grammar and Reading Inference
- Numeracy – Catch-Up Numeracy, Prodigy®, Numeracy Ninjas®
- Anxiety – Starving the anxiety gremlin
- ELSA support – Emotional Literacy Support Assistant
- Touch typing
- Dyslexia Gold
- Handwriting

Where students continue to struggle to make progress, despite a significant structured input from universal and targeted provision, specialist provision may be requested from external professionals and agencies.

Furthermore, we work with the following external agencies to provide support for students with SEND:

- Autism Outreach
- The Inclusion Team
- Mental Health Team
- Speech Bubble therapy
- Occupational therapists
- School nurse
- Child and Adolescent Mental Health Service
- Social Services and other LA-provided support services

5.9 Expertise and training of staff:

At the Academy, we believe that our staff are our greatest asset. We recognise the need to train all our staff on SEND policy and practice and we have funding available to support this professional development. The SENDCo, with the senior leadership team, aims to keep all school staff up to date with relevant training and developments relating to SEND. We believe that doing so brings about the best outcomes for our SEND students. The SENDCo seeks the support of the Local Educational Psychology Service, the Local Authority via the Leicestershire Traded Services web portal and any other relevant specialist agencies when a need for specialist training is identified. The relevance of specific training is carefully considered and is put in place to ensure that it is matched to the Academy's development priorities and meets the needs of our SEND cohort. Additionally, the SENDCo attends relevant courses and signposts relevant external training opportunities relating to SEND. All LSAs are offered training from the SENDCo and other opportunities through a range of local agencies.

Our SEND Team consists of the following staff:

- Our SENDCo, Sereen Carty

- Our Assistant SENDCo, Claire Jackson.
- Our SEND Operations Manager, Linda Norman
- Our Excel Manager and SEND admin support, Karen Wilkinson.
- Our Access Arrangements Assessor, Kate Brookes.
- Our SEND teacher and our intervention managers, who are responsible for planning and leading targeted literacy, numeracy, social and emotional interventions. They also complete dyslexia screening and access arrangement testing.
- We have a strong team of LSAs, including six autism specialist LSAs who work within the enhanced resource provision (the Excel Provision).
- Additional training opportunities are continuously reviewed.

5.10 Securing equipment and facilities:

The Academy complies with all relevant accessibility requirements. (Please see the schools Accessibility Plan for more details).

5.11 Evaluating the effectiveness of SEND provision:

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

- Using online monitoring and provision mapping systems to track and review progress towards targets, reviewed annually or termly in some cases. For students with EHCPs, this includes measuring progress against their targets from Section E.
- Ensuring targeted interventions are evidenced based, measurable and reviewed for impact after each cycle.
- Using student and parents and carers questionnaires to gather feedback.
- Ongoing auditing and monitoring of SEND provision by the SENDCo.
- Independent reviews conducted by outside agencies
- Holding annual reviews for students with EHCPs.
- Holding parents and carers and student forums/SEND information events.
- Parents evenings.

There is also the opportunity for parents and carers to contact the SENDCo or SEND Team- via email. email: SENDCO@wigstonacademy.org

5.12 Enabling students with SEND to engage in activities available to those in the school who do not have SEND

At Wigston Academy we actively encourage students to participate in extra-curricular activities, clubs and visits. However, we acknowledge that those with SEND may need additional provision to do so. Strategies in place to reduce the barriers to their involvement include:

- Encouraging all our SEND students to take part in extra-curricular activities, etc.
- Ensuring that all of our extra-curricular activities are available and promoted equally to all of our students.
- Providing SEND specific extra-curricular activities and clubs
- Additional provision at lunch-time in either the Learning Support room or the Excel Provision.
- Providing students with homework support, if necessary.
- Providing activities or intervention to develop social skills and friendships skills in a safe, secure environment.
- Providing opportunities for inclusive PE sessions and SEND Sports Days run by outside agencies.
- Liaising with staff, students and their parents and carers to ensure that appropriate provision is made.
- Ensuring that an appropriate number of LSAs participate in the activity, where necessary.
- Ensure that no student is ever excluded from taking part in a visit or activities because of their SEND needs.

5.13 Support for improving emotional and social development

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

- Students with SEND are encouraged to be part of the school council.

- Students with SEND are encouraged to be part of extra-curricular activities, clubs and visits.
- Students with SEND, who are identified as having specific difficulties, may be invited to join targeted interventions within the Enhance /SEND department.
- All students have a class tutor who monitors their well-being, attendance, progress and behaviour. Consideration is given to which tutor group students are placed in, in accordance with their individual needs.
- The School has signed up the Mental Health Support Team in schools. The teams can help children and young people work through struggles with low mood, anxiety, and worry. Each year group has a progress leader who has overall progress responsibility and an assistant Progress Leader, and will liaise with teachers, form tutors and the SENDCo about any social and/or emotional needs identified.
- All staff are responsible for following the Academy's safeguarding policy and ensure child protection concerns are reported appropriately.
- The progress leader is responsible for monitoring behaviour and putting in place appropriate provision.
- The school has an attendance team who monitor and mentor students whose attendance is a concern.
- All staff have received safeguarding training.
- Trained medical staff provide supervision, should students need first aid or to administer medicines.
- The school nurse visits once a week and students are aware that they are able to make appointments confidentially, or be referred. Members of staff may also refer with parents and carers consent.
- The school also has the services of a counsellor who visits twice a week. In consultation with parents and carers, staff and the progress leader, students may be referred.
- If students wish to contribute their views they are encouraged to through the school council.
- We have a zero tolerance approach to bullying.

5.14 Working with other agencies

Wigston Academy invites and seeks advice and support from external agencies in the identification, assessment and provision of SEND. This ensures that the needs of all children are fully understood and met, especially those with SEND. The SENDCo and the SEND operations manager are the designated persons responsible for liaising with the following agencies:

- Leicestershire Education Psychology Service
- HBEP (Hinckley and Bosworth Education Partnership)
- Speech and Language Service (both private SALT and Local Authority)
- Language and Learning Support Service
- CAMHS
- SENDsory Support Services
- The hearing and vision teams
- Any other specialist services as required for individual students

Representatives from voluntary organisations and other external agencies are invited to meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation. In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. parents and carers will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

Other agencies that the school may work with are;

- Specialist Teaching Service
- Autism Outreach
- ADHD Solutions
- VI/HI service
- School Nurse
- Attendance Improvement Officer
- Youth Offending – YISP/YOS
- Occupational Therapist
- Leicestershire Supporting Families
- South Leicestershire Behaviour Partnership

5.15 Complaints about SEND provision

If a parents and carers of a student with SEND has a concern or complaint regarding the care or welfare of their child, an appointment can be made to discuss this with the SENDCo. They may request a copy of the Academy's complaints policy. The SEND Team, form tutor, Progress Leader or a member of the senior leadership team are also able to offer advice on formal procedures for complaint, if necessary. The parents and carers of students with SEND have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that the Academy has discriminated against their child. 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 and carers of students with SEND

The Academy continues to build strong working relationships and links with external providers in order to fully support our SEND students and aid school inclusion. We believe that sharing knowledge and information with these services is key to effective SEND provision. Any one of the providers may raise concerns about a student. This will then be brought to the attention of the SENDCo, who will inform the parents and carers.

- Leicestershire Education Psychology Service
 - 0116 305 5100
 - <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/education-and-childcare/educational-psychology-service>
- CAMHS
 - 0808 802 5544
 - <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/information-for-schools-and-professionals/mental-health-for-children-and-young-people>

- Children and Families Wellbeing Service
 - 0116 3058727
 - <https://www.leicestershire.gov.uk/education-and-children/social-care-and-supporting-families/children-and-family-wellbeing-service-cfws>

5.17 Contact details for raising concerns

If you think your child might have SEN, the first person you should tell is your child's teacher. You can do this through parents' evening, emailing or calling your child's form tutor or progress leader. They will pass the message on to our SENCO team, who will be in touch to discuss your concerns. You can also contact the SENCO directly using our dedicated SEN email address SENDSCO@wigstonmat.org.

One of the team will either email you, call you or arrange to meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this if requested. If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

5.18 The local authority local offer

The SEND Local Offer is a County Council resource designed to support children and young people with SEND and their families. It describes the services and provision that are available both to those families in Leicestershire that have an EHCP and those who do not, but still experience some form of SEND. The Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

The Local Offer signposting can be found on our Academy's website under Supported Learning or the "links tab".

Our local authority's local offer is published here: <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/where-to-start-with-send/what-is-the-local-offer>

6. Monitoring arrangements

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

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting students with medical conditions
- Teaching and learning policy