

## St Denys CE Infant School Special Educational and Disability Needs Information for Parents 2024-25



Address: Laud Close, Ibstock Leics LE67 6NL

Telephone number: 01530 260004

Website address: [stdenysschool.com](http://stdenysschool.com)

Head teacher - Mrs Cheryl Sargeant

Type of school: Infant School, for ages 4-7 years with a SEND Resource Base for children with Communication and Interaction difficulties and additional needs

Name of Special Educational Needs and Disabilities Co-ordinator- Mrs Catherine Webster

Name of Head of Moderate Learning Difficulties Unit- Mrs Sian King

Special Educational Needs Governor – Nigel Roberts

Chair of Governors – Nigel Roberts

St Denys Infant School is a Local Authority School, Leicestershire Local Authority.

The school is part of the Collaboration 360 Schools group.

## Overview

All of the staff who work at St Denys CE Infant School have responsibility for pupils with SEND.

The governing body has delegated the responsibility for the day to day implementation of SEND to the SENDCo, Mrs Catherine Webster, the head of the Specialist Resource Base Mrs Sian King and the Headteacher, Mrs Cheryl Sargeant.

As a school we seek independent reviews to evaluate the effectiveness of the SEND Provision made for children and young people at St Denys CE Infant School.

## Admission Arrangements

St Denys CE Infant school is a large Infant school with an intake of 90 children per year group, at its maximum there are three classes of 30 children in EYFS, Year 1 and Year 2. St Denys CE Infant School also has a Communication and Interaction resource Base, known as Willow class.

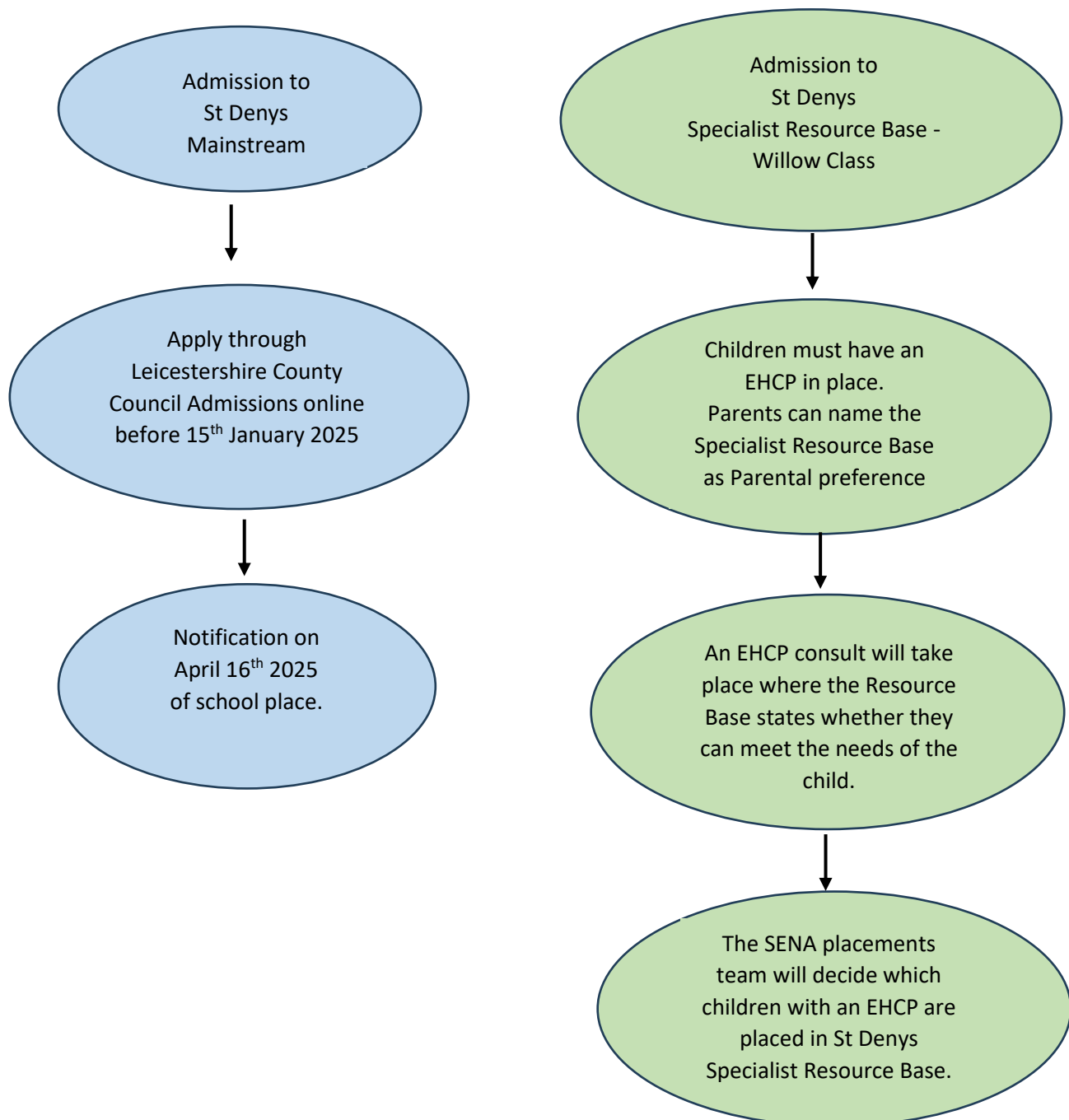
We strive to be a fully inclusive school and we welcome all pupils, including those with special educational needs and disabilities, in accordance with the Local Authority's admission policy.

St Denys follows Leicestershire County Councils Admissions to Mainstream schools (community and voluntary controlled) Policy and Procedures for all admissions arrangements. This policy can be found by following the link below and explains how St Denys manages oversubscription and admission arrangements. It also states that where a child has an EHCP then the case will be referred to SENA (Special Educational Needs Assessment Service). [ADMISSIONS TO MAINSTREAM SCHOOLS \(COMMUNITY & VOLUNTARY CONTROLLED\) POLICY & PROCEDURES \(leicestershire.gov.uk\)](https://www.leicestershire.gov.uk/admissions-to-mainstream-schools-community-voluntary-controlled-policy-procedures)

Pupils with an EHC Plan which names St Denys as their first choice of education provision are considered carefully by the SENDCo and Head of Communication and Interaction Resource Base. These pupils will be admitted before any other places are allocated. Where the EHCP names mainstream provision the SENDCo and the leader of the specified year group will make arrangements to visit the child in their current setting to assess whether St Denys can meet the needs of the child. St Denys has regard to the process and procedures as set out by Leicestershire County Council regarding EHCP plans.

Admission to the Specialist Resource Base is for pupils with an EHCP, whereby the Local Authority determines admission, having regard to parental preference, the schools admission policy and in consultation with the Head of the Resource Base.

Whilst the Specialist Resource Base is very much included in day to life at St Denys, with children accessing buddy classes, lessons, Assemblies and lunchtime and playtimes with mainstream classes where possible, children within mainstream do not directly access the Specialist Resource base.



## **What kind of Special Needs and Disabilities can the school provide for?**

St Denys C.E. Infant School is a mainstream setting with a specialist resource base for children with Communication and Interaction difficulties and additional needs.

At St Denys C.E Infant School we believe in the education of the whole child and want every child to do the very best that they can. We work hard to find the key to unlocking the potential ability of every child in the school.

We believe that by working with the child, their parents and carers and members of staff we can provide the appropriate environment for each child to learn.

Throughout the school, and specifically within the Communication and Interaction Resource Base, the children are included in all aspects of school life and are able to work in mainstream classes where this is suitable. This enables children to develop areas of strength and reach their full potential.

Our school currently has experience of providing education under each category of need as listed below, although we recognise that all children are individuals and each individual's special educational needs are unique to them.

- Communication and Interaction, for example, Autistic Spectrum Disorder, Speech and Language Difficulties, Anxiety based communication difficulties, Developmental Language Delay etc.
- Cognition and Learning, for example, dyslexia, dyspraxia, global developmental delay, dyscalculia etc
- Social, Emotional and Mental Health difficulties, for example, ADHD (attention deficit hyperactive disorder), Attachment disorder etc
- Sensory and/or Physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy etc

In the specialist setting of the Communication and Interaction Resource Base, we provide support for pupils who may:

- have significant communication and Interaction needs who require significant Speech and Language intervention, smaller classes and a higher adult to child ratio
- need social skills to be taught explicitly
- have significant attention difficulties or be self-absorbed and difficult to engage.
- demonstrate rigidity and resistance to social interaction which may at times result in challenging behaviours that could endanger self and others.
- have anxiety issues that have resulted in an inability to, or significant challenges in, being able to engage with and attend school

- be withdrawn from traditional styles of teaching and learning and may be reluctant to engage initially without significant differentiation to practices which may be seen as beyond reasonable for a mainstream education setting
- display a range of challenging behaviours that may include reluctance, verbal or physical responses i.e. task avoidance, defiance, swearing or hurting others/causing damage or shut down, freeze or becomes catatonic in presentation.
- be socially isolated or withdrawn and unable, or lack confidence to, engage with others.
- find large groups stressful or in such situations find it difficult to manage or learn.
- take time to build trust in staff, to feel understood and valued
- have additional needs that behaviours mask
- present with low self-esteem

### **Identification and Assessment of Special Educational Needs.**

At St Denys CE Infant school we understand that pupil's needs should be identified and met as early as possible. The SENDCo works closely with staff to ensure that there is a robust system of early identification in place.

Teachers use whole school data such to regularly assess children's work and skills in different areas of learning. They use these assessments alongside their teacher judgement to identify children 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 and emotional needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND but it may prompt the teacher to complete an Initial Concerns Form. This form is then sent to the Special Educational Needs Co-ordinator (SENDCo).

The SENDCo will offer advice and strategies and suggest that a Learning Plan is put in place. Learning Plans are a set of specific targets which are put in place over a set period of time and allow teachers to gain a deeper understanding of the child's rate of progress against these targets. The class teacher will meet with parents to discuss these targets, at least once a term. Learning Plans are reviewed regularly throughout the school year and where it is

identified that a pupil is not making progress against these targets, additional advice and expertise is sought.

All children who have Learning Plans are aware of their targets and what they are working on in class. When children are part of Provisions, the aim of the Provision and their target is made clear to them, as well as their successes. Similarly, when children have ELSA (Emotional Literacy Support Assistant) sessions, their views are sought before and after any intervention sessions.

The SENDCo maintains a SEND Register of all pupils identified with additional needs, so that children can be monitored closely. Initially, children are placed on a 'monitoring list' whilst a cycle of assess, plan, do, review is put in place. This cycle will involve Quality First Teaching, reasonable adjustments within the classroom environment, target setting and monitoring within a Learning Plan and Provisions being put in place to address the targets identified. For some pupils where the identified needs are more complex, the school can seek help from specialist services such as;

- Speech and Language Therapy Service.
- Educational Psychology Service.
- Specialist Teaching Services - e.g. Visual, Hearing, Dyslexia, Early Years, Specialist teaching service, Behaviour Support Forums, Autism Outreach.
- Looked After Children's Service.
- Physiotherapy Service
- Occupational Therapy Services.
- Social Care
- Early Help
- School Nurse

Any advice given by an external agency will always be communicated to all adults working with the child and also to parents and carers. Where a child needs further support or there is external agency support, they are added to the SEND register, where they will continue to be supported by Quality First Teaching, in class support, small group or 1:1 support from within the Inclusion Team.

The class teachers all meet with the Head teacher, Deputy Headteacher and SENDCo once a term for Pupil Progress meetings and at these children with additional needs will be discussed to ensure we are doing all we can to help the child progress. In the Spring and Summer term, the SENDCo will meet with the class teachers to discuss any provision in place and review the children's progress.

The Governing Body has an identified SEN Governor who meets termly with the SENDCo and the Head of the Resource Base to ask how children are making progress. The SEND Governor reports to the full Governing Body each term on how the children with special needs are being supported and what progress they are making against targets.

All teachers and support staff who work with a pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. The SENDCo regularly reviews the effectiveness of the support and Provisions and their impact on pupils progress.

Where children have EHCPs, parents are invited to an annual review to discuss whether they feel that their child has met the current targets and to contribute towards setting new targets if appropriate.

### **How does the school consult and involve parents and pupils?**

At St Denys we will have an early discussion with the pupil and their parents when identifying whether a child needs reasonable adjustments in order to experience success. These conversations will make sure that everyone develops a good understanding of the pupils areas of strength and difficulty and that parents concerns are taken into account. Discussions will take place with the parents about the agreed outcomes for the child so that everyone is clear on what the next steps are. Any discussion that is had with parents is added to the pupils record on Provision Map and all parents will be notified when it is decided to place a child on the SEND Register.

Parents will be invited into school at least termly to discuss their child's progress against their learning plan. The SENDCo will also be available for meetings as and when requested by parents. For a child with an EHCP, parents will be invited annually to contribute to an annual review.

If a parent has concerns about their child's learning or social and emotional development, they can book a meeting with the child's teacher in the first instance. Parents are also welcome to book a meeting with the SENDCo, Mrs Webster. During these meetings, parents concerns are listened to, advice and support is given and an action plan is made for the future with a date for review.

Mrs Webster is also available by email: [SENDCo@st-denys-inf.leics.sch.uk](mailto:SENDCo@st-denys-inf.leics.sch.uk)

**Our approach to teaching pupils with SEND.  
How does the school ensure curriculum access?**

Class teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching, known as Quality First Teaching (a style of teaching which focusses on high quality and inclusive teaching for every child) is the first step in responding to pupils who have SEND. Where more support is required, the SENDCo will work closely with the class teacher and any support staff to ensure reasonable adjustments are made within the classroom environment.

These could include:

- Scaffolding learning to ensure that all pupils are able to access the learning outcome, for example, by grouping, 1:1 work, teaching style, small step 'chunked' learning delivery and/ or opportunities for over learning.
- Adapting resources or providing additional resources such as word banks, phonic sound mats.
- Using recommended aids
- Scaffolding the teaching for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.
- Changing the way the teacher questions certain children.
- Where the child sits in the class.
- The location for where certain work happens, the child may need a much quieter environment than the classroom sometimes.
- Including brain breaks or sensory circuits as part of their curriculum.
- Interventions such as Precision Teach, Colourful Semantics etc.
- Individual reward system.
- In class support from a Learning Support Assistant – this may be 1:1 or small group.

It is understood by all staff at St Denys that all children are unique and that no one set of reasonable adjustments or best endeavours will suit all children. Teachers working alongside the SENDCo, will aim to make reasonable adjustments to the curriculum and learning environment on an individual basis for each child, taking into account their specific learning needs. Any adaptations will be recorded in a SEND Support plan and shared with parents/ carers.

The accessibility policy gives further information on increasing the extent to which disabled pupils can participate in the curriculum.



## **How will the school provide additional resources for a child with Special Needs and Disabilities?**

Each class teacher in mainstream and in the Communication and Interaction Resource Base has additional adults assisting them and this is worked out each year within existing financial budgets to ensure all classes are well supported.

The Inclusion Team at St Denys is led by Mrs Webster, the SENDCo and is made up of specially trained Higher Level Teaching Assistants, an ELSA (Emotional Literacy Support Assistant and several SEND Learning Support Assistants.

The aim of the Inclusion Team is to provide children with SEND access to a broad skillset and interventions from a range of specially trained support staff.

Where children have been identified as needing additional interventions or support, class teachers may seek advice and support from the Inclusion Team. This may take the form of interventions, in class support and in some cases 1:1 support. Any decisions as to how support will be put in place will always have regard to the children's Learning Plans, SEN Intervention Funding and EHCPs as well as existing budgets within school.

If additional funding is required to support a child with an identified Special Educational Need, the SENDCo will liaise with the Special Educational Needs department of the Local Authority to ensure that Send Intervention Funding is applied for. This is where need is proven to be significantly above those expected of Quality First Teaching. St Denys CE Infant School has provided a guide for parents to Special Educational Needs funding in Leicestershire, so that parents can understand how the funding system works.

Some children may require additional resources to support them in their learning and these will be provided by the school.

Where recommendations for resources are made by the Specialist Teaching Service, the SENDCo will liaise with the appropriate team to make sure any devices or resources are in school, e.g. liaising with the Hearing Impairment team for Assisted Listening Devices.

## **How do we enable pupils with SEND to engage in activities available to those in school who do not have SEND?**

St Denys CE Infant School aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life.

St Denys has an Accessibility Policy and Plan which can be found on the school's website under Policies. It contains information about improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services we provide and how we aim to improve the availability of accessible information to disabled pupils.

All of our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs. All Year 2 pupils are encouraged to go on our annual residential trip and all pupils are encouraged to take part in sports days/ school trips/ school plays and any workshops we have in school. No pupil is ever excluded from taking part in these activities because of their SEND.

All pupils have the opportunity to apply for additional roles and responsibilities, such as Pupil Council, Eco-Council, Collective worship leaders, Play Leaders, House Captains (Year 2) Librarians (Year 2) and Buddies.

St Denys C.E Infant School provides a wide variety of extracurricular activities to enhance, broaden and stimulate the children's interests and aspirations. We strive to include all children in these activities and will invite parents, teachers and the pupil to meet with the SENDCo to discuss any adaptations required for the pupil to be able to access any extra curricular activities. Risk assessment will be written with the pupil in mind showing how the pupil will be supported and what adaptations have been made.

Our after school and extracurricular activities are varied and some local short trips are offered at no extra cost. After school clubs are offered inclusively to all children in certain Year groups.

Examples of clubs across the school are:

- Multi Sports
- Lego
- Arts and Crafts

## How do we support your child's social and emotional needs?

The class teacher is the primary source of pastoral and social and emotional care of all children in their class whether that be in Mainstream or in the Specialist Unit. In addition to the class teacher there is at least one member of Support Staff per year group who also has a pastoral role.

St Denys has an ELSA who is an Emotional Literacy Support Assistant. The aim of the ELSA is to build children's emotional development, help children feel happy in school and support children to reach their educational potential. This is completed through small group and 1:1 intervention in the ELSA room which is a specially designed nurture room at the heart of the school.



St Denys C.E Infant school has a Behaviour Policy that aims to promote good behaviour through positive praise and simple straightforward and understandable rules, this can be found on the school website. The school has a zero tolerance policy towards bullying. The school also has a number of staff who have been trained in Positive Handling techniques aimed at de-escalating troublesome behaviour. Where behaviour needs to be improved the staff will contact parents and seek to work together with the parents to improve the behaviour. All of these arrangements help us to avoid exclusions wherever we can for the benefit of the child and their family.

We also use Zones of Regulation within school which is a renowned international intervention which helps children to identify, recognise and manage their emotions. All adults in the school use the language of the Zones of Regulation and support to identify when they are in a particular zone and what they can do to change their zone.

## **What expertise are in the school to support Special Educational Needs and Disabilities?**

The school SENCo, Mrs Webster has 10 years experience in this role and has also worked as a class teacher. She is allocated 2.5 days a week to manage SEND provision.

Mrs Webster leads the Inclusion Team which is made up of a number of highly trained and skilled practitioners including:

### Emotional Literacy Support Assistant

At St Denys our ELSA is Mrs Kirk.

An ELSA is a specialist teaching assistant who has had training from Educational Psychologists to support the emotional development of children and young people in schools. Their aim is to build children's emotional development, help children feel happy in school and support children to reach their educational potential. The ELSA works across the entire school, not just specifically with those children who have an identified special educational need. Class teachers complete a referral form for any child that they think may benefit from ELSA support, after which Mrs Kirk will observe the child in class and introduces herself to them. At this point parents are informed of the work that Mrs Kirk will be completing with their child. This may take the form of individual or group sessions depending on the needs identified and the programme of work being undertaken. Once the programme of work has been completed Mrs Kirk will liaise with class teachers and parents to feedback about the success of the sessions.

### Higher Level Teaching Assistants

St Denys has two higher level teaching assistants; Mrs Andrews and Mrs Collier.

Mrs Andrews is a Forest School Teacher and delivers Forest School sessions across the school.

Mrs Collier is trained in Speech and Language and co-ordinates the schools speech and language provision under the direction of Mrs Webster. She completes initial assessments and supports classroom support assistants to put in place speech and language programmes that the school receives from the Speech and Language therapist.

### SEND Learning Support Assistants

St Denys also has several SEND Learning Support Assistants who are deployed across the school under the direction of the SENCo, Mrs Webster. They work closely with the class teachers to put in place support and provision for those children who have been identified as needing additional support. This may take the form of:

- Supporting children in class when receiving Quality First Teaching
- Teaching 1:1 or small group when in an Intervention.
- Supporting pupils who have an EHCP in class, small groups or on a 1:1 basis.
- Supporting pupils in small groups within the classroom.

The staff at St Denys Infant School keep up to date by attending networks supporting areas of the curriculum such as Early Years, Literacy, Mathematics and Special Needs. The Head teacher attends Special School Head Teacher's Meetings and the Head of the Communication and Interaction Resource Base attends the Heads of Unit Network for Special Needs.

Many of the staff have had training in:

- Autism – Tier 1
- Communication and Interaction, including NELI, Language for Thinking, Communication Boards, Colourful Semantics
- Attachment Deficit Disorder
- Epi Pen training
- Precision Teaching
- A proportion of the staff have been trained in Team Teach, a positive handling approach.

When we assess children with Special Educational Needs we take every step to engage with the correct services so that we can meet the child's needs. This is done through our existing partnerships with the Educational Psychology service, Speech and Language Service, Autism Outreach and the Specialist Teaching Service. We have a good relationship with the school nurse and can seek support with other health issues if required.

The school nurse is available to be contacted by Parents. Their details can be found on the schools website.

### **What equipment and facilities can the school provide to support children with Special Needs and Disabilities?**

St. Denys C.E. Infant School is housed in two single storey buildings. In the main building block there is a slight step to each classroom which has not been found to be an issue for children with mobility issues so far. The external block has no steps and wide double door entrance ways which are wheelchair friendly.

Within the school buildings the areas are wheelchair friendly. There is a disabled toilet and the children's toilets are wide enough for adaptations such as raised toilet seats or steps. In the Specialist Unit the toilets are disability friendly and suitable for children with mobility issues.

The school has a Sensory Room to support children with a Sensory Profile and to provide a calming, sensory space. This can be available for all children within the school to access, housed in the Specialist Resource Base.

There is one disabled parking space in the staff car park and there is an area closer to the school building where drop off/ pick up parking would be made available to anyone with a disability.

Should we find the need to access specialist equipment for any child we would use School Health and the Specialist Teaching Service to access support. They would then liaise with the SENCo and class teacher to ensure that the right equipment was in place.

### **What will you do if you want to ask about your child's progress?**

If you want to ask about your child's progress at St Denys the first person to speak to is the class teacher, followed by the Head teacher, Deputy Head teacher and the SENDCo if appropriate. All classes have ClassDojo, which enables secure messaging between parents and teachers. Appointments with class teachers or the SENDCo can be made by phoning or emailing [SENDCo@st-denys-inf.leics.sch.uk](mailto:SENDCo@st-denys-inf.leics.sch.uk)

Below are some of the different ways the school communicates information with parents:

- New children and parents induction; parents meetings before the children begin school.

- Parents evenings in Autumn and Spring terms and a report for each child in the Summer term.
- Parents and Friends group events.
- Class DoJo

All of these help to show our school to be a friendly, open and sharing environment, which encourages more parents to feel comfortable and at ease in school.

There are parents who volunteer to help in school and these are welcomed. A suitable DBS check needs to be completed for volunteers.

Both the Headteacher, Deputy Headteacher and class teachers are happy to discuss any areas of concern with parents and are keen to resolve any difficulties that could arise.

In the specialist setting of the Communication and Interaction Resource Base, support staff regularly have contact and discuss issues with parents and carers.

### **How do we involve children in their learning?**

At St Denys we recognise the importance of involving children in their learning and development and we strive to do so in the following ways:

- Clear objectives for learning tasks with specific praise for tasks well done.
- Verbal and written praise; for children with Special Educational Needs more of the feedback may be verbal and scribed on work as a record. The children have targets and these are talked about regularly as "We are working on..." or "We are trying hard to..."
- Encourage children to state their views about their education through pupil's voice.
- Identify their own needs through discussion with staff.

In both Mainstream and the Specialist Resource Base, when Annual Reviews take place, the SENDCO/ Head of the Resource Base invites the child into the end of the review to share their books and work with parents and carers. The aim is to give even very young children a voice in the review.

Throughout the whole of the curriculum we ask children for their ideas, preferences and choices and accept whatever answers they make reinforcing that they really do have a choice and a voice. The children are asked for their views in a variety of ways, by Governors on learning walks and by the Head teacher and Subject leaders as part of classroom monitoring. In addition the school has school councillors, Eco councillors, Librarians and Playtime Buddies. All children are encouraged to apply for these roles.

### **How do we support children with additional needs who are ready to transition to their next school?**

When a child is due to transfer to their next school at the end of KS1, the SENDCo will liaise closely with the school that they are due to transition to. It may be that extra transition to the new school is arranged for the child and/ or parents. We may invite the teachers/ SENDCo from the new school into the classroom so that they can see first-hand the specific needs of the child and what is working well for them. Transition arrangements will be made with the needs of the specific child in mind.

All documentation pertaining to the child is securely handed over at an appropriate time. This is GDPR compliant.

If your child has an Education, Health and Care Plan, a transition meeting between the SENDCo and the parents will be arranged to discuss the parent's preference for the next school placement. A transition review will take place before the October half term of the child's Year 2 year and parents will generally be notified of the school placement in January/ February.

When children with identified SEND join our EYFS from nursery settings, the nursery will complete a transition review form which will be sent to St Denys. This is completed in collaboration with parents/ carers and where possible a transition meeting will be arranged with all professionals involved.

### **How do we evaluate the effectiveness of SEND Provision?**

At St Denys the provision for SEND is tracked through the school's monitoring systems including Provision Map to measure progress, ongoing assessment data and Pupil Progress meetings with both the Headteacher and the SENDCo.

Staff review Learning Plans regularly and SEND Support Plans termly and discuss the needs of the children with the SENDCo as a result of these meetings. These reviews are also discussed with the parents at parents evening and often additional meetings. As part of this review process the SENDCo will conduct observations of the children to support the teacher's assessment and monitor the provision that has been put in place. Interventions are monitored to ensure that progress has been made after the specified number of weeks. Annual reviews are held annually for all children with an EHCP.

The SENDCo regularly liaises with the Headteacher, at least half termly, to discuss any issues with SEND. The SENDCo also liaises with year group leaders and is part of the Senior



Leadership Team. At St Denys we aim to ensure that parents are involved at every stage and their views are considered. The SENDCO has SEND Pupil Progress meetings with staff in the Spring and Summer term to discuss the progress and provision in place for children on the SEND register. Additionally the SENDCO meets termly with the SEND Governor to discuss different areas of SEND and the SEND Action Plan. The SEND governor completes a full SEND report to the full governing body as a result of that meeting.

**What do you do if you have a concern or complaint about what the school provides?**

If any parent or carer has a complaint with the school, the first person to speak to would be the class teacher who will arrange a meeting. The issue would then be discussed and a plan of action prepared.

If having spoken to the class teacher, the parent or carer was not satisfied then they would make an appointment to see the Head teacher or Deputy Head teacher who would investigate the complaint.

If any parent or carer was again not satisfied after the Head teacher's investigation, then the parent could consult with the Chair of Governors, the Chairs' details are in the bi-monthly newsletters which are also on the school website.

The schools Complaints Policy is also available on the school's website.

Parents can access more information about what is provided in Leicestershire for children with Special Needs by searching for [www.leics.gov.uk/localoffer](http://www.leics.gov.uk/localoffer)

## Useful support services for parents and carers:

### **Leicestershire SEND Local Offer**

[Special educational needs and disability | Leicestershire County Council](#)

### **Leicestershire SENDIASS**

free, impartial and confidential advice and support for SEND children or young people aged 0-25 years.

[Welcome | SENDIASS \(\[sendiassleicestershire.org.uk\]\(http://sendiassleicestershire.org.uk\)\)](#)

### **ADHD Solutions**

an independent not for profit community based initiative set up to support children, young people and adults who have ADHD and other co-existing neurodiverse traits, their families and the professionals that support or work alongside them

[Home | ADHD Solutions CIC](#)

### **Leicestershire SEND Parent and Carer hub**

The Leicestershire SEND Hub is a parent carer led organisation for families of children and young people with additional or special educational needs and disabilities (SEND) who live or access services in Leicestershire.

[Home - Leicestershire Send Hub](#)