



Elizabeth Woodville Primary School

Special Educational Needs and Disabilities (SEND) Information report: Parent Guide

(Including our school's contribution to the Local Offer)

At Elizabeth Woodville we ensure that all our children can:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition to their next phase of education.

As a mainstream school we have a commitment to inclusive practice, so that all children can be happy, flourish and feel safe. We always use our best endeavours to make sure that a child with SEND gets the support they need, this means doing everything we can to meet pupils' individual needs. We support all pupils, including those with SEND, to aim high and achieve their full potential.

Address	Glebe Road, Groby, Leicestershire LE6 0GT
Contact Details	0116 287 6050 office@elizabethwoodvilleprimaryschool.co.uk
Headteacher	Mr Andrew Pridmore
Special Educational Needs and Disabilities Co-ordinator Co-ordinator (SENCo)	Mrs Sarah Nash snash@elizabethwoodvilleprimaryschool.co.uk
Website Address	http://www.elizabethwoodvilleprimaryschool.co.uk
Age Range	4 – 11 years
Ofsted	April 2023 – Good
Number of children with SEND	36

We have followed guidance from Leicestershire County Council to provide answers to the most frequently asked questions.

“What policies do you have in place for identifying those pupils with SEND and assessing their needs?”

At Elizabeth Woodville, we have a Special Educational Needs and Disabilities (SEND) Policy which outlines how we identify pupils who have additional needs and the assessment procedures in place to help with this. Please refer to the link below to find further information and our SEND Policy on the school website:

<https://www.elizabethwoodvilleprimaryschool.co.uk/page/?title=SEND+and+Local+Offer&pid=24>

We are all individuals with different needs and in order to thrive and reach our potential, these needs must be met. We aim to provide the very best learning experiences through a broad and balanced curriculum, which meet the needs of all children and enable them to fulfil their full potential. We provide a safe and nurturing environment for children to learn in and promote the growth of the whole child, as well as academic achievement.

Children are identified with special educational needs when their learning difficulty or disability is such, that they need provision different from, or additional to, that normally available to pupils of the same age. For some children, SEND can be identified at an early age. For other children and young people difficulties become evident only as they develop.

Our SENDCo supports staff in their identification of children with SEND. If a class teacher thinks that a child might have SEND they will: monitor the progress the child makes, carry out observations and put in appropriate levels of support to target their area of need. There are four categories of Need:

- Communication and Interaction
- Cognitive and Learning
- Social, Emotional and mental Health Difficulties
- Sensory and/or Physical Needs

The class teacher and SENDCo will communicate closely in order to provide a targeted approach to supporting your child with any difficulties. Our staff have extensive knowledge, skills and experience working with children with SEND. We have strong links with outside agencies who can further support us in identifying specific needs (e.g. dyslexia, autism).

We aim to identify areas of need as early as possible, by regularly tracking pupils' progress in class and take proactive action when a pupil is not making the expected progress for their age.

In the first instance, the class teacher will talk to you about your child's progress. Additional support in class or through a targeted intervention group will be provided. If difficulties persist, the SEND Co-ordinator (SENDCo) will become involved. At this point, there may be a need for more specific assessments in school. The SENDCo will discuss the next steps with you and your child.

We understand that parents know their child best and we are always eager to listen to parental concerns. If you think that your child has additional needs, it is important to talk about this with the class teacher or SENDCo. By working in partnership, school and home can discuss a child's needs and work together to provide the highest level of care, support and education.

“What are the arrangements for consulting parents/carers of SEND pupils about, and involving them in the education of their child?”

Involving parents and children in decision-making is a crucial part of how we provide effective support for children. We truly value their opinions and ideas. We aim to have contact with parents as much as we can which may be via phone, email or talking in person. The SENDCo's email address is provided so parents have an alternative way to contact school in addition to using the school office telephone number (0116 287 6050) or speaking to class teachers.

If your child is identified as having SEND, they will have a termly Individual Education Plan (IEP) which outlines targets and the support that will be put in place to meet these targets. Parents and children are consulted about what these targets should be.

Our SEND support is revised through a four-part (**assess, plan, do, review**) process and will be reviewed at least once a term through meetings between the class teacher and parents. Both parental views and the views of the child inform this review and target-setting. The SENDCo and class teacher then revise the support in light of these discussions and the pupil's progress and development, deciding on any changes required to provision within school.

Where appropriate, parents are supported in working on the targets at home through games and tasks provided by the teacher in addition to the ongoing intervention and support at school. We also hold workshops for all parents on a range of curriculum areas, including phonics, reading and mathematics.

If parents and school feel that a child's needs are such that they need additional intervention funding or an Education, Health and Care (EHC) Plan, they will work together to submit an application to the local authority, Special Educational Needs Assessment (SENA) department. Parents can also contact SENa and make a request for an EHCP for their child if they feel this is appropriate. Guidance on this can be found using this link:

<https://resources.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/support-for-schools/assessment-of-sen-sena>

If a child has an EHCP, annual reviews will be held where parents, school and relevant outside agencies meet (usually in person) to discuss the child's progress against the outcomes in the EHCP and their ongoing needs. Amendments to outcomes are made where appropriate and this information is sent back to SENa.

“Describe how you would support a parent/carer with a concern or a young person who was worried about their learning.”

We always try to make parents and children feel welcome in school. When a parent/carer or a child has a concern, the first thing we do is to actively listen. We listen carefully and see how we can help with the issue.

In the first instance, we would encourage you to share any concerns you may have about your child's learning with your child's class teacher. However, if you continue to be worried, or the concerns are of a more serious nature, you should contact the SENDCo or Headteacher.

Depending on the concern, sometimes support can be given immediately (e.g. if a child requests to move seats in the classroom to a seat where they feel they can concentrate better, that is usually easy to do.) However, sometimes it might be appropriate to arrange another time for the child or parent to talk about the issue in more detail. We may discuss levels of progress, look at books and discuss observations from the classroom to inform the conversation. We agree on ways that school, and home if appropriate, can work together to provide support with the concern. In certain situations, it might be appropriate to have a further review meeting or conversation as a follow-up to check on progress. It may also be appropriate to make parents aware of outside agencies who can provide additional support if a concern about their child's learning is persisting, despite additional support being provided.

“What are the arrangements for consulting young people with SEND about, and involving them in, their education?”

We value the contributions our pupils make and recognise that all pupils have the right to be involved in making decisions and exercising choice. A big part of this is making sure that children feel listened to and that school is a safe and nurturing place for them to share their views. We aim to develop confident pupils, able to communicate, convey, negotiate and assert their own interests, desires, needs, and rights by becoming increasingly able to make informed decisions and take responsibility for their learning and future.

The school will do this by:

- Showing a genuine interest in what they think and say.
- Supporting pupils to understand their own strengths, needs and approaches to learning that are particularly successful for them and to have the confidence to voice their concerns, hopes and aspirations.

- Providing personalised learning approaches throughout the school, encouraging the development of key skills and attitudes.
- Developing social skills, forums and opportunities to discuss specific aspects of PSHCE (Personal, Social, Health and Citizenship Education)
- Involving pupils with SEND in reviewing their progress and in making decisions about future support.
- Ensuring all staff actively listen to and address any areas raised by children themselves.
- Planning in additional support for pupils at key times, for example, when considering and making a referral for a co-ordinated assessment for an EHC plan and at times of transition in the school or to the next phase of education.
- Seeking pupils' views through regular questionnaires, individual and group interview activities in order to continue offering high quality support.

“What arrangements do you have for assessing and reviewing the progress of pupils with SEND, and progress towards their outcomes?”

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class or subject teacher will work with the SENDCo 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 or 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

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. Parents and the pupil consult on targets and these are recorded as part of a termly Individual Education Plan (IEP).

We regularly review the effectiveness of support and interventions, and their impact on the pupil's progress as part of our termly IEP reviews and pupil progress meetings. Parents will be consulted at least 3 times a year (usually at Autumn and Spring Parents' Evenings and a meeting during the Summer term) regarding the progress of their child. However, we are always eager to talk and listen to parents so we welcome conversations at any time.

The SENDCo may carry out specific assessments (e.g. standardised reading test, vocabulary test etc) to further understand a child's needs. Outside agencies may also be invited to assess a child's needs once parental permission has been sought.

“How do you support children with SEND transferring between phases of education or in preparing for adulthood and independent living?”

We fully understand that transitions can be unsettling for children (especially those with additional needs) and therefore feel that it is important to ensure that any transition is as smooth as possible. As a result, the following steps are taken:

If your child is joining us from another school/pre-school:

- The Foundation Stage Leader will visit pre-schools and homes to establish initial links. The

SENDCo will also attend these meetings as required and where appropriate attend annual reviews for pre-school children.

- Your child will make visits to the school in the summer term before they start.
- Parents new to Foundation will be invited to attend an information evening in June prior to their child starting school.

If your child is moving to another school:

- We will contact the school's SENDCo and ensure they know about any special arrangements or support that needs to be made for your child.
- Where possible, a planning meeting will take place with the SENDCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher.
- Targeted action plans and existing education plans will be shared with the new teacher.

In Year 6:
















- The SENDCo and class teacher will discuss the specific needs of your child with the SENDCo of the child's high school.
- Where appropriate, a transition review meeting to which you will be invited will take place with the SENDCo from the new school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.
- You and your child will be invited to a SEND evening at the local High School to learn more about the new environment and the support that will be available.

“What is your approach to teaching pupils with SEND?”

Our approach to teaching pupils with SEND is based around *really* getting to know a child and their parents, and understanding their needs. Each child is an individual; we try to view school through their eyes and find out what school feels like for them so we know how to make it the best possible environment for them to learn and grow in.

Class teachers deliver high quality teaching that is adapted for individuals; they are trained to ensure the curriculum is accessible and challenging for all pupils and takes into account ability and the different ways in which pupils learn. High quality teaching is always the first step in responding to pupils who have or may have SEND. We know that additional intervention and support cannot make up for a lack of high quality teaching. Pre-teaching, scaffolding, questioning techniques, worked examples and opportunities to revisit information and practice skills are among the many ways we provide high-quality teaching.

Essential Classroom Toolkit

Greeting in the morning Using first names is a powerful way of connecting with the class- this signals that they have been noticed and that they matter.	
Visual timetable This will be in clear sight and subject or activity cards will be removed as they are completed.	
Worry monster	
10 second rule: thinking time	
Think about seating and the physical environment on learning	
Copying kept to a minimum	Abcd Abcd 
Overlays and blue/yellow PP backgrounds where possible	
Dyslexia friendly font For example, Comic Sans or Century Gothic	Century Gothic
Sound or word mats with pictures where possible	
Words supported by pictures where possible or where this will really aid understanding	
Appropriate reading book 90-94% accuracy for instructional/teaching level 75-100% accuracy for independent or reading for pleasure	
Number line on display or as a table top resource	1 2 3 4
Our understanding and support Aim for 7-8 positives for every corrective/negative comment	
Sensory breaks planned into the timetable For example, a mindful minute or relaxation activity after break.	
Sensory materials available For example, fiddle toys, soft material, teddy, squeeze ball	
Access to a quiet spot/space in or near the classroom	
Overlearning, reviews and previews	

We have an ‘Essential Classroom Toolkit’ of strategies which are used in every classroom as part of our high-quality teaching. These are strategies which can enhance the learning for all children, including those with additional needs.

We also take into account recommendations from outside agencies when adapting teaching to meet specific needs. If progress for any child is below the level expected, the teacher will make provision that is additional to and different from, that provided as part of the usual differentiated curriculum offer, to enable the pupil to learn more effectively. We also use the advice of outside agencies (Speech and Language, Educational Psychologists, Autism Outreach etc.) to make sure that work is accessible to all and meets the needs of specific pupils.

If your child has an Individual Education Plan (IEP) or EHCP we will use this as a way of clearly identifying your child’s needs and work alongside parents and professionals to ensure specific targets are met by personalising their learning.

The school regularly and systematically reviews the teaching for all pupils, including those at risk of underachievement. Formal lesson observations, regular learning walks and book monitoring help us to review this and where necessary, provide feedback and strategies to improve teachers’ knowledge and understanding of SEND.

“How will you adapt the curriculum and learning environment for pupils with SEND?”

The physical learning environment can be adapted in a variety of ways to meet pupils’ needs. This might involve where they sit in the classroom, how close they sit to an adult or the teacher, giving children access to fidget aids or resources aimed to meet their sensory needs. Outside agencies, such as occupational therapists and Autism Outreach, provide useful recommendations regarding children’s specific needs and the adaptations to the learning environment, which we follow.

For full detail regarding our curriculum, including our intent statement and long-term planning please refer to the school website by clicking on the link below.

<http://www.elizabethwoodvilleprimaryschool.co.uk/curriculum-intent/36.html>

All work will be adapted, where appropriate, to meet the needs of all pupils, particularly those with SEND. Small group work or one to one support will enable your child to access the curriculum and tasks may also be individually personalised if needed.

Staff recognise that children often work at different speeds and that they may need to use different equipment. Planning and work provided for pupils reflects this. Environments and working areas are also adapted to suit pupils’ needs.

“What expertise and training do your staff have in relation to supporting and teaching pupils with SEND and how is this specialist expertise secured?”

We provide support, advice and training for all staff working with pupils with special educational needs and disabilities to enable them to respond to the needs of all pupils. Training needs of staff are identified through the school’s self-evaluation process. All staff undertake an induction process on appointment, including a meeting with the SENDCo to explain the school’s SEND provision and practice and to discuss the needs of individual pupils.

The school’s SENDCo has achieved the National Award for Special Educational Needs Coordination qualification and regularly attends SENDCo Network Development meetings and keeps up to date with local and national updates in SEND.

We work with a variety of outside agencies who support school with training needs. Sometimes training is accessed as a whole school; sometimes specific members of staff attend courses or meetings (e.g. in consultation with parents, a teaching assistant worked with an Autism Outreach practitioner on how to explore a child’s autism diagnosis with them).

Recent staff training includes:

- Training in specific SEND interventions (e.g. 1-5 scale by Autism Outreach)
- Dyslexia and Dyscalculia Screening
- Autism, Epipen and Asthma Training
- Attachment and trauma training by the Virtual School.
- In-house training on Zones of Regulation.

“How will you evaluate the effectiveness of your provisions for pupils with SEND?”

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

- Reviewing pupils’ individual progress towards their goals or targets each term
- Reviewing the impact of interventions after 6-8 weeks
- Pupil voice discussions

- Monitoring by the SENDCo (regular learning walks, book monitoring and informal discussions with teachers, parents and pupils)
- Measuring progress through termly IEP and provision map reviews
- Holding annual reviews for pupils with EHC plans

The Governing Body appoint a SEND Governor who monitors provision and outcomes for children with SEND on a termly basis. A record of this is logged in the minutes of Full Governing Body meetings. The SENDCo presents an update to Governors on an annual basis.

“How will you provide additional support to aid the learning of pupils with SEND?”

Additional support is tailored to meet the individual needs of pupils. It may include additional support from the teacher, teaching assistants and/or the SENDCo; this may be on a 1:1 basis or in small groups depending on the child’s needs. Outside agencies (e.g. Speech and Language therapists, SALT) may also provide additional support. The exact nature of any additional support depends on the pupil’s needs. Teachers will discuss additional provision with parents and pupils. Our aim is to enable the pupil to become more independent in their learning, not over reliant on support, while at the same time accelerating their progress.

Additional support may not always involve extra adult support. Sometimes a child may need to be provided with different resources or classroom equipment, additional scaffolding of a task, more time to practice a skill, a subscription to a specific computer programme etc. We are always looking for creative ways to meet the needs of our pupils!

“How will equipment and facilities, to support pupils with SEND, be secured?”

Each year, the school assesses the needs and priorities of the children with SEND and plans a budget to meet their needs. Specific resources, equipment or specialist advice is secured by using this budget.

Where a child has additional needs, which cannot be met through the school’s delegated funding, we will apply to the local authority Special Educational Needs Assessment service (SENA) for intervention funding or an Education, Health and Care (EHC) plan. This helps to provide more specific and specialised support to pupils with more complex needs.

We work in close partnership with a range of agencies to help us provide effective, targeted support. Where a pupil continues to make less than expected progress the school will consider involving these specialists. Parents, the class teacher and in appropriate cases, the child themselves, will always be involved in any decision to involve specialists. Specialist agencies will only be contacted where parents are in agreement.

The cost of accessing specialist agency support will come from the SEND budget and will be monitored by the SENDCo and Head Teacher.

“How are pupils with SEND enabled to engage in activities available to their peers without SEND?”

We provide a range of extra-curricular activities (clubs, trips and residential visits), which are made available to all pupils. If a pupil has additional needs, we plan carefully with parents to ensure the child can be fully involved in the experience. This may involve looking at what barriers need to be overcome and what adaptations to provision can be made in order for them to take part.

Furthermore, all children are given roles and responsibilities within the school to ensure they participate in all aspects of school life and feel equally valued. At times, pupils with SEND may even have their needs prioritised to give them greater access to a wider range of opportunities during and beyond the school day.

“What support is available for improving the emotional and social development of pupils with SEND?”

There is much research to suggest that happy children learn better! We work hard to ensure that children feel happy to come to school and enjoy their learning. Staff build up effective relationships with children so they feel that adults in school care about them and will listen to them. For example, each child is greeted and welcomed by their teacher at the start of the day. Children are encouraged to talk to staff if they need help with an issue. Each class has a worry monster (a toy with a zipped tummy) where children can post information or a picture about their worry. Staff look at worry monsters every day and check-in with children to see if they need help or want to talk about their worry. Miss Patel is our trained ELSA (emotional literacy support assistant) and she can provide group or 1:1 sessions to support children with social or emotional needs.

The ZONES of Regulation™ Reproducible E The Zones of Regulation Visual

The **ZONES** of Regulation™

BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Relaxed	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control

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All classes use the ‘Zones of Regulation’ as the basis of a shared language for both adults and children to recognise and express their emotions. This is designed to show children that it is normal to have a variety of emotions. There are no good or bad emotions - each one is trying to tell us something but we may need strategies to help us manage some of our emotions.

We believe that emotional and social development is fundamentally important in the overall education of pupils.

Where pupils are found to have social, emotional or mental health (SEMH) needs, provision is put in place to support them. Social skills groups are set up where needed and aim to encourage successful interactions, while addressing areas of difficulty, which can include turn taking or sharing skills. Some children may need a personalised support plan, created in collaboration with parents and adults who work with the child. This explores possible triggers for emotional moments and outlines what approach and provision is needed to meet the child’s SEMH needs (e.g. language scripts for staff to use). This is regularly reviewed and may be informed by assessments such as the Boxall Profile and Strengths and Difficulties questionnaire (SDQ). We attend Oakfield Inclusion Forums and Communication and Interaction surgeries (led by Autism Outreach) if we need additional advice. Educational psychologists can also offer advice about how to meet the needs of children with complex difficulties.

We have a clear behaviour policy, which is followed by all staff, with rewards regularly provided for pupils who follow the school rules. This ensures that a consistent approach is followed with regards to responding to behavioural needs. Please see the behaviour policy for more information about

this:

<https://www.elizabethwoodvilleprimaryschool.co.uk/attachments/download.asp?file=121&type=pdf>

Our pupils' views are very important to us. Those who have an EHC plan or IEP will be asked their views about the support they get. Younger children will be supported to show their views using pictures (e.g. what their favourite/least favourite subject is). All children are encouraged to think about their learning and to recognise their own strengths and areas for development.

Elizabeth Woodville Primary School is committed to providing a safe, secure, enjoyable and highly inclusive environment for all pupils, staff and parents.

We have created an anti-bullying culture where the bullying of children, young people or adults is not tolerated in any form. Our anti-bullying policy details the measures we have in place to prevent bullying.

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Recognise the potential for children with SEND to be disproportionately impacted by bullying and to implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also, children with different family situations, such as looked after children or those with caring responsibilities.
- Challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

For further details please see our anti-bullying policy by clicking on this link:

<https://www.elizabethwoodvilleprimaryschool.co.uk/attachments/download.asp?file=7&type=pdf>

"How does the governing body involve other bodies (including health and social services, local authority support service and voluntary organisations) in meeting the needs of these pupils and supporting their families?"

We work with a variety of outside agencies and organisations in order to get the best possible support and provision for children and their families.

If parents have concerns about the health of their child, we can provide information to the child's GP. We work with health professionals (paediatricians, ADHD nurses, school nurse, speech and language therapists, occupational therapists, CAMHS etc.) to share information and work together to provide effective support. The care navigator for our school also helps to coordinate the sharing of information between school, health and social services for specific pupils.

We seek support from local authority services such as the Specialist Teaching Service, which is partly made up of the learning support team, Autism Outreach team and hearing support team. Please refer to the link to the Specialist Teaching Service website:

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/education-and-childcare/educational-specialist-services/specialist-teaching-service>

We access the 2-hour consultation from the learning support team and attend meetings with Autism Outreach, including communication and interaction surgeries when needed. We attend Oakfield Inclusion Forums and invite Oakfield Specialist teachers to visit a pupil in school if additional advice is needed. We commission further support from educational psychologists from EPIC and Mosaic Psychology services if we need specialist advice surrounding a child's needs.

As part of our work to support families with social needs, we signpost to the Children and Family Wellbeing Service. School can make referrals for help for a family or families can request this support themselves. Please see their link below:

<https://www.leicestershire.gov.uk/education-and-children/social-care-and-supporting-families/children-and-family-wellbeing-service>

School works alongside social workers, family wellbeing workers and families to share information and strategies so that parents and children are given the best possible support to meet their needs.

“What arrangements are made by the governing body, relating to the treatment of complaints, from parents and carers or pupils with SEND, concerning the provision at your school?”

In the first instance, we would encourage you to share any concerns you may have about your child's support with your child's class teacher. However, if you continue to be worried, or the concerns are of a more serious nature, you should contact the SENCO or Headteacher.

Please refer to the link to our complaints policy which outlines the arrangements that are made relating to complaints:

<https://www.elizabethwoodvilleprimaryschool.co.uk/attachments/download.asp?file=11&type=pdf>

“Provide details for the support services for parents and carers of these pupils, including those for arrangements made in accordance with Section 32 (Children and Families Act 2014).”

In accordance with the Section 32 of the Children and Families Act (2014), Leicestershire local authority must arrange for children and young people in its area with a disability, and the parents of children in its area with a disability, to be provided with advice and information about matters and services relating to special educational needs and disabilities.

We will support the above requirements of the Children and Families Act (2014), by circulating and signposting information on available support services that we receive to parents.

“How do you contribute to the publication of [Leicestershire County Council's Local Offer](#)?”

The Leicestershire Local Offer can be accessed at:

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

If you have any further questions about our provision for pupils with SEND please contact us using the details provided:

Telephone: 0116 287 6050

Email: office@elizabethwoodvilleprimaryschool.co.uk

SENCo email: snash@elizabethwoodvilleprimaryschool.co.uk

“What specialist services and expertise are available at or accessed by the setting?”

We work in close partnership with a range of agencies to help us provide effective, targeted support. Where a pupil continues to make less than expected progress the school will consider involving these specialists. Parents, the class teacher and in appropriate cases, the child themselves, will always be involved in any decision to involve specialists.

Specialist agencies will only be contacted where parents are in agreement.

The SENDCo will contact the specialist agencies and ensure that anything discussed or agreed will be recorded and shared with parents, teaching staff and, where appropriate, the child.

The cost of accessing specialist agency support will come from the SEND budget and will be monitored by the SENDCo and Head Teacher. Where pupils have an EHC plan, the school will work in close partnership with any specialist agencies that are named on the Plan to provide support and specialist advice.

Examples of specialist agencies include:

- Educational psychologists
- Education Inclusion Service specialist teachers
- Child and Adolescent Mental Health Services (CAMHS)
- Education Inclusion Service specialist teachers
Specialist teachers for children with hearing or vision impairment, multi-sensory impairment, or a physical disability
- Speech and language therapists
- Occupational therapists and physiotherapists
- Autism Outreach
- Paediatricians
- School Nurse

“How accessible is the school both indoors and outdoors?”

Accessibility is reviewed annually as part of our Accessibility Plan.

- There is a disabled toilet, a shower area and changing facilities.
- Ramps ensure full wheelchair accessibility.
- Wheel chair accessible pathways across the whole playground
- A lift enables easy access to the upper classrooms and ICT area.
- Adaptations have been made to enable children with visual impairment to access relevant areas of the school safely and securely.
- We use a range of ICT resources and equipment to ensure all pupils have full access to the curriculum.
- Disabled parking is available at the front of the school.

“How are parents involved?”**Who can I contact for further information?”**

We are fully committed to a meaningful partnership with parents. The school will do this by:

- Making parents feel welcome and actively listening to their concerns, wishes and aspirations for their child, instilling confidence and building effective partnerships.
- Inviting parents of pupils with SEND to meet with the class teacher at least three times a year, to set and review the outcomes of support.
- Supporting and guiding parents in ways they can help with their child’s learning and development at home.
- Seeking parents’ views through periodic questionnaires, considering adjustments to practice in the light of analysis.
- Planning in additional support for parents at key times, for example, when considering and making a referral for a coordinated assessment for an EHC plan and at transition into the school or to the next phase of education.
- Making use of media, such as email, to contact parents and for parents to contact school in line with the school’s communication policy.
- Providing all information in a clear and accessible way.

The Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) are available to give further impartial advice and support should you need it. Their website address is:

<http://www.sendiassleicester.org.uk/>