



Moira Primary School

**Special Educational Needs and Disabilities
Information Report**

(Local Offer)

September 2023

Our SEND Information Report (Local Offer) feeds into the Leicestershire Local Offer, which can be found at: <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

Name of Setting: Moira Primary School

Address: Blackfordby Lane, Moira, Swadlincote, Derbyshire, DE12 6EX

Telephone: 01283 217450

Email: office@moira.leics.sch.uk or SENDCo@moira.leics.sch.uk

Website: www.moira.leics.sch.uk

Name of Person to Contact: Mrs Kelly Ellis (Executive Headteacher), Mrs Vicky Santy (Head of School and SENDCO) Mrs Sarah Marriott (office manager).

Named SENDCO for the Setting: Mrs Vicky Santy

Date of Last Inspection: October 2022

Outcome of Last Inspection: Requires Improvement

Date Local Offer to be Reviewed: September 2024

Total Number of pupils with SEND at setting: 32

Total number receiving additional learning support: 32

The areas of support and experience you currently offer to meet needs of children and young people with SEND

At Moira Primary School, we celebrate the fact that every child is unique. We understand that children learn and develop in different ways, and have different strengths and areas of need. Where a child is not making sufficient progress, the class teacher will make adjustments / adaptations to the curriculum offer to enable the pupil to learn more effectively; they may adapt teaching resources, approaches to learning and plan differently. Whatever the level of difficulty, the key test of how far the learning needs are being met is whether the child is making expected progress.

The Government defines a child as having a special need they have significantly greater difficulty in learning than most others of the same age and require additional and extra support; if they have a disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream schools or mainstream post-16 institutions.

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

There are four broad areas of special educational need. These areas are to help the school identify and provide for children's needs rather than to label a child or put them in a particular category. The needs of the child will be identified with consideration of the 'whole child' not just their special educational needs.

Communication and interaction

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.

The school recognises that:

- Pupils with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have particular difficulties with social interaction.
- The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.

The SENDCO will work with pupils, parents and language and communication experts (where necessary) to ensure pupils with communication and interaction difficulties reach their potential.

Cognition and learning

Pupils with learning difficulties may require support – the school will offer learning support in line with its One-to-one Tuition Policy.

The school understands that learning difficulties cover a wide range of needs, such as moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). The SENDCO will ensure that any provision offered will be suitable to the needs of the pupil.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour.

The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and the school will closely monitor pupils of concern and put in place mentorship and ELSA support. School will keep close contact with families and relevant professionals where necessary to support pupils with these difficulties.

Sensory or physical needs

Impairments that prevent or hinder pupils from using the school facilities, such as vision impairment (VI), do not necessarily have SEND. The school will ensure staff understand that:

- Some conditions can be age-related and can fluctuate over time.
- A pupil with a disability is covered by the definition of SEND if they require special educational provision.

Under the Equality Act 2010 (Disability) Regulations 2010, the following conditions do not constitute a disability:

- A tendency to set fires
- A tendency to steal
- A tendency to commit physical or sexual abuse towards others
- Exhibitionism
- Voyeurism
- Tattoos and piercings

Children must not be regarded as having a learning difficulty solely because of the language or form of language of their home is different from the language in which they will be taught. All schools have a duty to make reasonable adjustments in accordance with current Disability

Legislation. Children with poor behaviour, looked after children, poor attendees or those with medical need, for example, will not necessarily be considered as having special educational needs. There may be a range of considerations that impact on progress and attainment but these, in isolation, are not SEND issues.

What policies do you have for the identification and assessment of pupils with special educational needs and disabilities?

Definitions of special needs (SEND) taken from section 20 of the Children and Families Act 2014.

‘A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special 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. Children must not be regarded as having a learning difficulty solely because the language or form of language is different from the language in which they will be taught.

At Moira the children are identified as having special needs in a number of ways:

- They could originate from a referral from a G.P, a health visitor, the speech and language service etc.
- Concerns have been raised by parents / carers, about the level or progress being made by their child
- Through paediatric assessments with the Paediatrician or concerns from the school nurse

Class teachers and support staff will also have identified that a pupil is failing to make the expected progress in their learning by raising concerns with the SENDCo about the following issues:

- Displays difficulty in developing Reading, Writing or Mathematics skills which results in a child working significantly below age related expectations
- Despite differentiated teaching approaches targeted particularly in a child’s identified area of weakness, the child is still making little or no progress
- Presents persistent emotional and behavioral difficulties which are not improved by the behavior management techniques usually employed in the school
- Has sensory or physical needs, and continues to make little or no progress, despite the provision of specialist equipment
- Has communication and / or interaction difficulties, and continues to struggle to make progress, both academically and socially.

The local offer links directly with the school's SEND Policy, which can be found via the school's website. <https://www.moiraleics.sch.uk/send/>

How will you evaluate the effectiveness of your provisions for these pupils?

In order to make consistent progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the academic year. This is done in the form of annual parent and pupil questionnaire, discussion and through progress meetings with parents.

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

SEND provision and interventions are recorded on one-page profiles and provision maps, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENDCO. These reflect information passed on by the SENDCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated by the SENDCO and Executive Head teacher and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

The SENDCO monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

What arrangements do you have for assessing and reviewing the progress of these pupils?

Assess

We aim for early identification of any special educational needs and disabilities, and this process starts from the first day children enter our school. If a child is attaining lower than age related expectation or progress is slower than expected/usual for the child, then appropriate intervention is planned for and specific objectives are recorded on our whole-school provision map.

If we suspect a child might have SEND, then we talk to the people who know the child best - the child and their parents/carers. In that initial assessment meeting, the child, their parents and their class teacher are invited to share their opinions and discuss the child's strengths, areas of difficulty and hopes for the future. These meetings will draw upon subject assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data. The opinion and feelings of the individual and advice from external support services will also be considered. This forms the starting point for future support planning.

We use the graduated approach detailed in the **Special Educational Needs and Disability Code of Practice 2014** of "assess, plan, do, and review."

Following the first meeting, if it is deemed appropriate, an **Individual Education Plan (IEP)** will be created for your child. This contains 2 or 3 specific, measurable, achievable and realistic targets that outlines appropriate support or intervention programmes and informs you of the responsible adult. These targets will be reviewed at least every term with the child, their parents, class teacher and Mrs Santy (SENDCO).

In class, each child's teacher will be finding ways to support your child to achieve these targets, such as:

- Changing the way activities are planned and delivered
- Matching activities to the ability / need of each child (differentiation)
- Adapting learning materials such as equipment and activities to suit each child's needs

If extra intervention and support is required, then your child will be assigned to one of our skilled Teaching Assistants. They will work closely with the class teacher to plan a programme of intervention.

With the permission of parents, we may seek additional advice from outside specialists such as health professionals, specialist teachers or educational psychologists who would:

- Carry out further assessment of the child's needs
- Provide advice to schools on how to best support the child
- Suggest resources that would help the child make progress

Review

Your child's progress is continually monitored by their class teacher. Progress is reviewed formally every term and each child is assessed against age related expectations in all subjects including Reading, Writing, Maths and Science.

We track pupil progress through:

- Assessing Reception children's on-entry data in the Early Years Foundation Stage and identifying any areas of concern
- Initial assessments when a child transfers to our school and discussions with previous their previous school/ early years setting
- Pupil progress reviews between the head teacher and class teacher
- Every day formative assessments
- Analysing pupil progress data and setting appropriate targets
- Using national curriculum testing
- Using tests such as the year 1 phonics test, reading age and spelling age tests, and reading assessment tests.
- Gathering information from the child, parents, carers and professional from other agencies,
- SEND reviews between Mrs Santy and class teacher to review attainment and progress.

Children at the SEND support stage will have additional 'small step' learning targets which set out specific outcomes to be achieved by the end of the academic year. These desired outcomes are recorded on your child's one-page profile and Support plan / **IEP**. The support plan is shared with you at our termly meetings. Progress will be reviewed more

frequently if needed. The class teacher, in conjunction with the SENDCO, will revise the One-page profile and school support plan in light of pupil progress and development; new intervention programmes or levels of support will be organised as necessary, and targets updated if appropriate. The review process will also help the school to evaluate the impact and quality of the support and interventions.

In addition to the above, the progress of children with Education, Health and Care Plans (EHCP) is formally reviewed at an Annual Review with all adults involved with the child's education. Pupils accompany their parents, where this has been arranged and can participate in discussions. Detailed 'Review' reports are written and circulated to Leicestershire SEND Team, teachers and support staff and parents/ carers. New targets for the next 12 months are identified and put into practice.

What is your approach to teaching these pupils?

'Every teacher is a Teacher of SEND'. Provision for children with special educational needs is a matter for the whole school. The governing body, the school's Head teacher, the SENDCO and all other members of staff, particularly class teachers and teaching assistants, has important day to day responsibilities. A graduated approach is adopted at Moira Primary School:

- 1. Quality First Teaching:** 'The baseline of learning for all pupils. Class teacher input via excellent classroom practice.

For your child this would mean:

That the teacher has the highest possible expectations for your child and all pupils in your class.

That all teaching is based on building on what your child already knows, can do and can understand.

Different methods of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical approaches to learning.

Specific strategies are in place to support your child to learn. Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding / learning and needs some extra support to help them make the best possible progress

- 2. SEND Support:** Any child who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored. Any pupil identified as having a special educational need and / or disability will be added to the school's SEND record. Extra support will be given to these pupils to help them to make progress as a result of being acknowledged by the class teacher as having specific gaps in their understanding of a subject/ area of learning.

For your child this could mean:

Your child will engage in group sessions with specific targets to help them to make progress.

A teacher, teaching assistant or outside professional (like a speech and Language Therapist) will run these small group sessions using the teacher's plan.

You will be asked to a meeting to discuss your child's progress and help plan possible ways forward.

However, we recognize that each child's needs are unique and so each child will receive different support, depending upon their specific needs. The Special Educational Needs Co-ordinator (SENDCO) and class teacher will decide which strategies and resources are appropriate to support your child's needs. Where outside agencies are involved, they will provide advice about how best to support child's needs.

- 3. SEND Support:** for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. The school will draw on the support of outside agencies e.g. Speech and Language therapy to run small groups or 1:1 sessions.

For your child this would mean:

- Your child will have been identified by the class teacher / SENDCO (or you will have raised your worries) as needing more specialist in or instead of or in addition to quality first teaching and intervention groups.
 - You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
 - You may be asked to give your permission for the school to refer your child to a specialist professional e.g. Speech and Language Therapist or Educational Psychologist. This will help school and yourself understand your child's particular needs better and be able to support them more effectively in school.
 - The specialist professional will work with your child to understand their needs and recommendations, which may include: Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better; Support or set better targets which will include their specific expertise; A group run by school staff under the guidance of the outside professional e.g. a social skills group.
- 4. Education, Health and Care Plan (EHCP).** This type of support is available for children with significant special needs whose learning requirements are severe, complex and lifelong and who need more than 20 hours of support in school. Usually your child will also need specialist support in school from a professional outside of the school.

For your child this would mean:

The school (or you) can request that the Local Authority carry out statutory assessment of your child's needs. This is a legal process which sets out his / her amount of support that will be provided for your child.

After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they consider your child's needs (as described in the paperwork provided), are significant and complex to warrant 20 hours of support in school to make good progress. If this is the case they will write an EHC Plan. If they do not think your child needs this, they will ask for the school to continue with 'SEND Support'. The EHC Plan will outline the number of hours of individual / small group support your child will receive from the Local Authority and how the support should be used and what strategies must be in place. It will also have long and short-term goals for your child. The additional adult may be used to support your child with whole class learning, run individual programs or run small groups including your child.

How will we adapt the curriculum and learning environment for all pupils?

At Moira Primary School, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that children:

- Have different educational needs;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching strategies and experiences.

Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. When it is decided to provide a pupil with SEND Support, planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review.

Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be involved of their needs, the support that is being provided, any particular teaching strategies / approaches that are being employed and the outcomes being sought.

The nature of intervention, and the strategies employed may include the following:

- Quality teaching and support from the class teachers and teaching assistants
- Differentiated curriculum for children with SEND where necessary.
- Individual and group support in the classroom from teaching assistants and the class teacher.
- Use a range of resources to reinforce concepts and understanding, including the use of I-pads, Laptops and other learning resources.
- Individual support for pupils with Health, Education and Care Plans
- Targeted support for individuals, pairs and small groups with SEND, from the class teacher school support staff.
- Termly assessments of all pupils, to monitor progress being made and identify areas of need.
- Staff development and training to introduce more effective strategies

How will you provide additional support to aid the learning of these pupils?

The class teacher remains responsible for working with the child on a day to day basis. They will retain responsibility even when interventions may involve 1:1 teaching, led by a teaching assistant, away from the classroom. Teachers work closely with their classroom team and the SENDCO staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupils' strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

What activities are available for these pupils, in addition to those available in accordance with the curriculum?

We make sure that activities outside the classroom, and school trips are accessible to all children. Risk assessments are carried out for each trip and a suitable number of adults are made available to accompany the pupil, with 1:1 support as necessary.

After school clubs are available to all children. Some of these include cross country, singing and sport club.

We celebrate the achievements of all our pupils through our special achievement assemblies.

Our broad, balanced and creative curriculum provides opportunities for everyone to succeed by encouraging all pupils to be actively involved in their own learning and reducing barriers to learning and participation. Together we take pride in making a positive contribution to our school and wider community.

What support is available for improving the emotional and social development of these pupils?

Supporting children in their emotional and social well-being is an integral part of our curriculum. We follow the CORAM SCARF PSHE curriculum in school. We have a caring, understanding team who look after all of our children.

Also in school there is:

- A breakfast club.
- Themed assemblies and lessons around social and emotional development and wellbeing.
- A variety of before and after school clubs
- An active school council.
- Anti-bullying ambassadors who support across the school
- All staff trained in child protection, as well as our positive behaviour strategy, 123 Behaviour; all staff trained in Autism level 2.
- Meeting and greeting of parents and children at the start of the day by the Head of School and at the end of each day by the class teachers and Head of School.
- An open-door policy by all staff for all parents and carers.
- Collaboration and communication with all external professionals involved with children, as appropriate, e.g. Hospital consultants, GPs and CAHMS practitioners.

Please describe how you would support a parent/carer with a concern or a young person who was worried about their learning

- Parents/carers are encouraged to speak initially with their child's class teacher regarding concerns. The class teacher would then pass this on to the SENDCO and/or head teacher where a further meeting may be arranged.
- Parent questionnaires are sent out regularly,
- All children's' attainment and progress is monitored closely. The children have pupil interviews with their class teachers where they have an opportunity to raise any worries about their learning.
- Pupil questionnaires are often completed which can highlight concerns. There is a positive relationship between staff and pupils which means that pupils feel confident to share their worries with a trusted adult.

What expertise and training do staff have in relation to these pupils and how is this specialist expertise secured?

All of our classroom-based staff receive training in a wide range of interventions to support children of all needs; in the last year this has included behaviour management.

We keep all school staff up to date with relevant training and developments in relation to the needs of pupils with SEND. Mrs Santy, the SENDCO, attends relevant SEND courses,

family of schools SEND meetings and facilitates / signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and we have funding prioritised within our school budget to support this professional development. The school has a training plan for all staff to improve the teaching and learning of children with SEND. The plan is evaluated as part of the school's development plan and adapted on an ongoing basis as the needs of our children change.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Outreach service. Medical training to support pupils with medical care plans such as epilepsy also takes place. The SENDCO, with the Headteacher, ensures that training opportunities are matched to school development priorities.

The school builds working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion and believes that sharing knowledge and information with outside agencies is crucial in securing effective and successful SEND provision within our school. We will therefore invite and seek specialist advice, support and training from external SEND services where necessary in the identification and assessment of, and provision for, SEND.

How will equipment and facilities, to support these pupils, be secured?

Part of the main school budget each year is identified for children with SEND. This is supplemented for children with complex needs by the Local Authority. This money is used to provide additional support in teaching and learning, as well as to fund the cost of external advisor support, for example the cost of an Educational Psychology visit. We also direct SEND funding to ensure that we have suitable resources for children to support their physical and learning needs.

The Head of School informs the governing body as to how the funding allocated to support Special Educational Needs has been employed and the impact of this.

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

Partnership plays a key role in enabling children and young people with SEND to achieve their potential.

We believe that a close working relationship with parents is vital in order to ensure that:

- Early and accurate identification and assessment of SEND leading to appropriate intervention and provision.
- Continuing social and academic progress of children with SEND.

- Personal and academic targets are set and met effectively.

The class teacher is regularly available to discuss your child's progress or any concerns you may have to share information about what is working well at home and school so similar strategies can be used. The SENDCO is also available to meet with you to discuss your child's progress or any concerns / worries you have.

All information from outside professionals will be communicated to you directly, or where this is not possible, in a report. The SENDCO may also signpost parents of pupils with SEND to the Local authority where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

What are the arrangements for consulting young people with special educational needs about, and involving them in their education?

Your child will be able to contribute at all SEND reviews. They can have their views and needs expressed at the reviews, discussions with the class teacher or their views can be sought through pupil interviews, One Page Profiles, informal discussions, and through other resources such as feeling's books, social stories etc.

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

If a parent is concerned about anything to do with our school, they should, in the first instance, discuss the matter with their child's class teacher. Most matters concerned can be resolved in this way.

Where a parent feels that a situation has not been resolved through contact with the class teacher, or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the Head of School and then, if required, with the Executive Head.

If the school cannot resolve the complaint itself, or if the complaint concerns the conduct of the Executive Headteacher, those concerned should contact the Chair of Governors, Mrs. Linda Wyatt (linda.wyatt@Moiraleics.sch.uk). A copy of the school's complaint policy is available on request.

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

The school budget includes money for supporting children with SEND. The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.

The Governing Body, Executive Head Teacher and Head of School/SENDCO discuss all the information they have about SEND in the school, including: the children getting extra support already; the children needing extra support; the children who have been identified as not making as much progress as would be expected- and decide what resources/ training and support is needed. All resources / training and support needs are reviewed regularly and changes are made as required.

The Governing Body ensures that the school works with and in support of outside agencies when pupils' needs cannot be met by the school alone. Some of these services include Education Psychology Service, Autism Outreach, ADHD Solutions and Speech and Language Therapy.

Contact 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)

Specialist Teaching Services-om 600, County Hall, Glenfield, Leics LE3 8RA

Tel: 0116 305940

Autism Outreach Service Tel: 0116 305940

Hearing Support Service Tel: 0116 305940

Learning Support Service Tel: 0116 305940

Vision Support Service Tel: 0116 305940

Psychology Service- Room 600, County Hall, Glenfield, Leics, LE3 8RF Tel: 0116 305 510 The

Parent Partnership Service- Abington House, 85 Station Road, Wigston, Leics LE18 2DPTel:

0116 305614

Website details of LA Local offer: [www.leics.gov.uk/local offer](http://www.leics.gov.uk/local%20offer)

How do you support these pupils transfer between phases of education or in preparing for adulthood and independent living?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transfer to a different educational setting is as smooth as possible.

If your child is moving to another school:

We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that needs to be made for your child. We will make sure that all records about your child are passed on as soon as possible.

When moving class in school: information will be passed on to the new class teacher in advance and in all cases, a planning meeting will take place with the new teacher. All Pupils One Page Profiles will be shared with the new teacher.

Transition to a new class is facilitated by sessions during the summer term with new class teachers and environment. If your child would be helped by a book to support them understand moving on then it will be made for them.

In Year 6: Your child will do focused learning about aspects of transition to support their understanding of the changes ahead. A member of staff from the secondary school comes to visit and meet with the children who will be attending their school. Where possible 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. Many hold open evenings for parents to attend in order to support your decision-making process about which school is the right choice for your child.

If your child has already been identified as having special educational needs, then the SENDCO at our school meets with the secondary school SENDCO during the final term of Year 6. Details of the pupil's needs are passed on to the new SENDCO, along with details of what support has been in place at our school to help them. Our SENDCO passes on information about any outside agencies that have been involved and all SEND paperwork is passed on, including documents such as IEPs and outside agency reports. The receiving secondary School will then have all the relevant information needed to put support in place as soon as your child joins them in Year 7.

Reception Class: Induction events take place during the summer term for all children who are joining the Foundation Stage in September. The Reception class teacher does some pre-school visits in the summer term before the children enter our school in Reception class. She speaks with your child and their key workers to gain as much information about your child as possible. If your child has already been identified as having special educational needs then your SENDCO will have been invited to attend a meeting at the pre-school setting. Your child will also have visits to our school in the summer term where they will get to meet the

teachers, other children that will be starting the school with them and the new school environment.

How do you contribute to the publication of the local authority's local offer?

Leicestershire County Council's Local Offer

This can be found by visiting LC's website and clicking on the Local Offer link

Visit: www.leics.gov.uk/localoffer