



Croft C.E. Primary School 2019/20

Local Offer for Special Educational Needs and Disability (SEND)/SEND Information Report

Information about the School:

School/College Name:	Croft C.E Primary School
Address:	Brookes Avenue Croft Leicestershire LE9 3GJ
Telephone Number:	01455 282643
Name of Head teacher/Principal:	Mrs Rachel Roberts
Head teacher/Principal's contact details:	Brookes Avenue Croft Leicestershire LE9 3GJ office@croft.leics.sch.uk
Website address:	www.croft.leics.sch.uk
Facebook account details:	www.facebook.com/Croft-Church-Of-England-Primary-School-199232886861541/
Twitter Feed details:	N/A
School/College Specialism:	Local Authority Maintained Primary School
Age Range of students (start and finish) to include Post 14 onwards where relevant):	4 – 11 Years
Date of Last Inspection:	September 2016
Outcome of last inspection:	Good

Does school/college have a specialist designated unit/additional learning support department?	No
Total number of students with special educational needs at college/setting :	21
Total number of students receiving additional learning support:	21

Introduction

Croft C.E Primary School is located in a Leicestershire village; it is welcoming and friendly to all members of the school community. It is a small mainstream primary school with one hundred and forty pupils on roll, aged from 4 – 11. There is also a pre-school onsite.

The Policy for Special Educational Needs and Disability (SEND) and the School's Local Offer has been drawn up following the statutory requirements and guidance from the Department for Education and the Local Authority and in collaboration with the local Family of Schools.

1. The kinds of special educational needs for which provision is made

Croft C.E. Primary School offers a curriculum which reflects the learning needs of all pupils and which mirrors the school's aim to provide a broad, balanced, creative and challenging curriculum for all pupils. This meets national requirements, whilst incorporating a flexibility that allows a variety of learning and teaching styles to be incorporated into planning in order to stimulate, motivate and enthuse all pupils.

There is good provision for all ability levels and learning needs, provision is adapted and tailored as necessary in order to involve all pupils. All pupils regardless of their abilities or disabilities are able to access the whole curriculum entitlement.

Croft C.E. Primary School's vision, "A caring Christian community where children thrive: enthusiasm and excellent lead to high aspirations and outstanding achievement," places the learner at the heart of the school's work.

Croft C.E. Primary School Primary School is an inclusive school in which everyone feels valued, ready to learn and where barriers to learning are removed. Pupils enjoy the variety of learning opportunities they are offered and rise to the challenge of high expectations.

Croft C.E. Primary School has established a clear approach to identifying and responding to SEND in accordance with the 2014 SEND Code of Practice.

The school has a wealth of resources and support to offer. These are used to respond to the specific nature of the needs and difficulties that the child experiences with learning. We want to work with parents and carers to ensure that our education provision matches the needs of the four broad areas of need, as defined in the SEN Code of Practice 2014:

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and/or physical needs

At Croft CE Primary School, we have a 3 tiered approach to supporting a child's learning:

- Universal – this is the quality first teaching your child will receive from her/his class teacher and may include some very minor adaptations to match learning needs.
- Targeted – it may be appropriate to consider making additional short-term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four-part approach of a) assessing your child's needs, b) planning the most effective and appropriate intervention, c) providing this intervention and d) reviewing the impact on your child's progress towards individual learning outcomes. Specific targeted one to one or small group interventions may be run outside the classroom. These will be limited to a number of weeks to minimise disruption to the regular curriculum. Parents will be kept informed of the child's progress towards learning outcomes.
- Specialist – it may be necessary to seek specialist advice and regular long-term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for the child. This may include educational psychology, speech and language therapy, occupational therapy, sensory advisory teachers and the child development service. The school may need to prioritise referrals to these services. However, for a very small number of pupils access to these specialists may be through an EHC Plan.

The current interventions provided at Croft CE Primary School include: sand play, art therapy, play therapy, understanding anger, social communication, precision teaching, fine motor skill development, happy hands, handwriting, phonics, reading, writing and mathematics.

Relationships between staff and pupils are excellent, resulting in settled classrooms where pupils are engaged and ready to learn. Teachers listen to, observe and effectively question pupils during lessons and are proactive and supportive in identifying specific learning needs. Teachers make accurate assessments on a regular basis and use this information to set suitably challenging targets and plan appropriate provision.

The progress of every child with Special Educational Needs is monitored by the Headteacher, SENCo, Senior Leadership Team, governors along with class teachers and parents. Staff liaise closely with parents and external agencies, in order to support the most vulnerable pupils. Pupils and parents are encouraged to communicate with the class teacher any concerns they have regarding learning at the earliest possible opportunity.

2. Information about the policies for the identification and assessment of pupils with special educational needs and disabilities

The Special Needs Coordinator (SENCO) is the professional leader in the area of Special Educational Needs and Disability (SEND). The SENCO is part of the school's Senior Leadership Team (SLT) and has responsibility for:

- The day to day operation of the school's Special Educational Needs and Disability Policy
- Assisting staff in the identification and assessment of pupils with SEND
- Coordinating provision for pupils with SEND and ensuring that they access the curriculum in a safe and secure environment
- Advising on classroom and other appropriate strategies.
- Liaising with parents, class teachers and support staff
- Liaising with external agencies to access advice and support to help pupils overcome difficulties
- Providing advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs
- Supporting successful transition, whether within groupings in the school or to another school
- Developing the school's SEND policy
- Maintaining the school's SEND files and record.
- Informing and advising the governors.
- Contributing to staff training and continuing professional development

All staff are made aware of their responsibilities regarding pupils with SEND and clear communication lines between teachers, support staff and specialist staff are established. A programme of continuing professional development is implemented for both class teachers and support staff.

The governing body has a link governor with responsibility for SEND who supports the school in evaluating and developing the quality and impact for pupils with SEND.

Pupils with special educational needs or disabilities are identified as early as possible. Identifying the educational needs of pupils and adapting teaching to meet those needs is a process which is in place for all pupils at Croft C.E. Primary School. The school has a rigorous and regular system in place. Termly pupil progress meetings identify where a child is not making expected progress or working below national expectations. Class teachers put in place, if necessary, relevant and timely interventions, through quality first teaching, appropriate differentiation and in-class support, aimed at closing the gap or raising the attainment. The class teacher talks with parents to ensure there is a shared understanding of the child's needs and to gain parental perspective on any areas of strength and emerging barriers to learning.

School Monitoring

The first response is school-based, through quality teaching targeted at the child's areas of weakness.

SEND Support

Where progress continues to be less than expected, the class teacher, in conjunction with the SENCO, begins further assessment as to the needs of the pupil and identification of the additional support required. Where the need for additional support is identified the pupil is placed on the school's SEND Record.

SEND Support and Education Health and Care Plan (EHCP)

Where pupils show increased levels of need and are identified as having SEND, the SENCo takes action to put effective special educational provision in place.

Where appropriate, a SEND Support Plan is put into place to include involvement from external agencies and to access resources over and above what the school is able to provide. SEND Support Plans are reviewed in line with the school's systems of assessing, planning and reviewing progress.

This graduated response recognises that there is a continuum of Special Educational Needs and Disabilities and the majority of children will stay at the School Monitoring or SEND Support Stage.

Prior to placing a child on the SEND record, class teachers identify pupils with potential special educational needs, complete an initial concerns form and arrange to meet with the SENCo. At this meeting, the need for additional assessments is discussed. Parents are invited to attend this meeting and share their perspective. The pupil's views are sought as part of this process. The need for additional or different provision to meet the pupil's needs is identified by the SENCo and the class teacher and, if appropriate, the pupil is placed on the SEND Record at SEND Support.

Triggers for intervention through SEND Support may include if the pupil:

- Makes little or no progress even when teaching approaches are targeted particularly towards a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or numeracy skills that result in poor attainment in some curriculum areas.
- Presents persistent social, emotional or mental health difficulties.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment where appropriate.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of an adapted curriculum.

Causes of concern for teachers and parents may be:

- **Reading:** reading age one year below chronological age; pupil finding age appropriate texts difficult to read and understand.
- **Speech:** speech sounds are unclear and when writing, spelling is affected; reluctance to talk to peers or adults.
- **Language:** speech lacks structure; vocabulary is limited; poor understanding of spoken or written language; lack of expressive language skills.
- **Listening Skills:** pupil finds responding to instructions difficult and is unable to sit and listen for appropriate periods of time.
- **Visual Skills:** pupil has difficulty interpreting visual information; discriminating between pictures/letters/words.
- **Writing:** pupil is unable to; form letters clearly and show the application of phonic knowledge at Foundation Stage; use recognisable sentences at Year 1; write a simple coherent story at Year 2; write fictional/factual account in clear sentences at Year 4; and express themselves fluently at Year 5 using basic punctuation.
- **Spelling:** assessed at 12 to 18 months below chronological age in Year 3 and above
- **Maths skills:** pupil works below their age-related expectations in the maths national Curriculum

- **Social skills:** pupil cannot play or co-operate on a simple task with peers; finds it difficult to form relationships with other children or adults or acts inappropriately.
- **Emotional mental health needs:** pupil acts aggressively towards others or is excessively timid or anxious; is unable to concentrate and sit at a task; behaves inappropriately in or out of class.
- **Co-ordination skills:** pupil demonstrates significantly delayed fine and gross motor skills, poor co-ordination in PE or movement.
- **Personal organisation:** pupil has significant difficulty in managing personal belongings and loses equipment on a regular basis.
- **Medical:** general health, eyesight, hearing is a cause for concern or pupil has a specific condition or disability that affects a child's learning.

It is important to recognise that one of these areas alone does not necessarily trigger a concern, although if a number of difficulties arise then a child may be considered as having special educational needs and/or disabilities. Teachers' professional judgements and effective tracking of pupils ensures that difficulties are identified as early as possible.

The indicators for the need for a SEND Support Plan may include that the pupil:

- Continues to make little or no progress in specific areas over a long period.
- Continues working below age-related expectations.
- Continues to have difficulty in developing English and Math skills despite reasonable adjustments to provision.
- Has social, emotional and or mental health difficulties which substantially and regularly interfere with the child's own learning or that of a class group, despite having an individualised plan.
- Has sensory or physical needs, and requires additional specialist equipment, advice or visits by a specialist service.
- Has ongoing communication difficulties that delay the development of social relationships.

A decision is made whether or not to place a pupil on the SEND Record at SEND Support. The class teacher and SENCo arrange to meet the pupil's parents/carers to discuss the areas of concern; strengths; home support; targets and review timescale. At the review parents'/carers' contributions are recorded. The class teacher makes the pupil aware of his/her targets. The pupil's views are recorded.

A pupil with an SEND Support Plan is likely to have involvement from specialists. These are consulted to provide more specialist assessments and to advise teachers about effective strategies including personalised targets to address individual needs and interventions. Parents are always consulted before an external agency is involved.

If a pupil, despite the school having taken relevant and purposeful actions to identify, assess and meet their special educational needs, has not made expected progress over a period of time, the school considers requesting an Education, Health and Care needs assessment from the Local Authority.

The school provides evidence of the action it has taken in the form of an SEND Support Plan to inform the Local Authority's decision.

The Local Authority considers the need for an Education, Health and Care Plan (EHCP) and arranges, monitors and reviews provision.

3. The purpose of an Educational, Health and Care Plan

The purpose of an Education, Health and Care Plan (EHC Plan or EHCP) is to make special education provision to meet the special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/her gets older, prepare for adulthood.

An EHC Plan will contain:

- the views and aspirations of you and your child,
- a full description of his/her special educational needs and any health and social care needs,
- establish outcomes for your child's progress,
- specify the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes.

Parents and/or the school, usually the SENCo or Headteacher, can request that the local authority conduct an assessment of your child's needs. This may lead to an EHC Plan.

4. The allocation of support for children

Croft C.E. Primary School receives funding from the Local Authority. These funds include money to support the learning of children with SEND. The Head Teacher, in consultation with the school Governors, decides the budget for SEN provision on the basis of the needs of the children in the school. The Head Teacher, the Senior Leadership Team and the SENCo discuss the effectiveness of the school's current interventions and provisions and prioritise an action plan, which may include additional or alternative interventions, staff training and equipment needs. The SENCo and Senior Leadership Team will appropriately allocate staffing support based on the needs of the individual child.

5. Information about policies for making provision for pupils with special educational needs whether or not pupils have Education Health and Care (EHC) Plans

Croft C.E. Primary School has a SEND Development Plan. Each year the SENCo focuses on certain areas of provision to monitor and evaluate the outcomes. This evaluation helps formulate the priorities of the SEND Development Plan, identifying required improvements and staff training requirements. These areas include: policy, pupil progress, the quality of target setting, the quality of teaching and support, staff and pupil attitudes, parent attitudes, human and material resources, staff professional development.

The SEND policy has been co-produced across the Family of Schools and in consultation with Croft C.E. Primary School staff and governors.

The following criteria helps the governors, Headteacher and SENCo evaluate the success of the Croft C.E. Primary School provision:

- The existence of accurate, up to date record keeping.
- Feedback from parent and pupil questionnaires.
- Parental requests for the school to be named on the pupil's statement of SEND.
- Inclusion of SEND issues in development planning.
- Analysis of pupil attainment (e.g. Progress over time, tracking progress).
- Evaluations of monitoring carried out as part of a Monitoring and Evaluation Action Plan.
- Classroom observations by SENCo/Headteacher.
- Adjustments in budget allocation to reflect changing needs.

(a) How Croft C.E. Primary School Primary School evaluates the effectiveness of its provision for such pupils.

High quality classroom based teaching, differentiated for individual pupils, is always seen as the first step in responding to those who may have SEND. Interventions take place either 1:1, in small groups or whole class settings providing additional support when needed.

Working together, the SENCo, class teacher, parents and pupil discuss the SEND Support needed to meet the outcomes identified for the pupil. The class teacher remains responsible and accountable at all times for the progress and development of all pupils in their class, even where a pupil is receiving support from a learning support assistant. This SEND support takes the form of a four part cycle (assess - plan - do - review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making progress and securing good outcomes. This is known as the Graduated Approach. It draws on more detailed approaches, termly reviews and where appropriate, more specialist expertise in successive cycles in order to match interventions to the SEND of a child.

Pupil progress is continually monitored by the class teacher. His/her progress is reviewed formally by the class teacher every half term in reading, writing and numeracy. Pupils identified as having individual needs are supported within school through targets set out in their Pupil Passport. The Pupil Passport outlines targets, success criteria and strategies to be used by teachers and learning support assistants within the classroom. Parents receive a copy of the targets termly. Reviewing pupil progress termly at parents' meetings with class teachers helps to identify whether needs are being met and/or if adequate progress has been made.

The progress of pupils with a statement of SEND/ Educational Health and Care Plan (EHCP) is formally reviewed at an Annual Review meeting with all adults involved with the pupil's education. The class teacher and SENCo will also check the pupil is making good progress within any individual work and in any group that they take part in. Regular book scrutinies and lesson observations are carried out by the SENCo and other members of the Senior Leadership Team to ensure that the needs of all pupils are met and that the quality of teaching and learning is high. Advice is provided by the class teacher, SENCo, external agencies (where appropriate), to the pupil and the parent or carer. Documentation is shared in advance and meetings are held at a mutually agreed time.

Ongoing monitoring identifies pupils who are not making progress or who have needs which are affecting their ability to engage in learning activities. Initial identification occurs through concerns raised during the school's normal assessment cycle and termly data tracking. The outcome of assessments determines appropriate intervention to support the child's needs

(b) The arrangements for assessing and reviewing the progress of pupils with special educational needs

Termly reviews and monitoring take place with class teachers and the SENCo to audit whether provision and interventions are having a positive impact on progress. This review and monitoring includes progress towards the achievement of targets set. A copy of the review form is retained by the class teacher. Copies are given to parents/carers, the SENCo and any support staff working with the pupil.

All targets are reviewed each term in conjunction with pupils, parents, learning support assistants and class teachers and new ones prepared at the end of the academic year for the next class teacher.

This process also applies to pupils with an EHCP (Education Health and Care Plan). In addition there is an annual review meeting to review the plan. This involves all parties.

It is the policy at Croft C.E. Primary School to work with parents and the school values the contribution they make through their strengths, knowledge and experience. Parents are invited, and pupils are involved where appropriate, in all relevant discussions and in agreeing pupil passports and targets. Parents are always informed of any action taken by the school and are encouraged to take an active part in their child's learning.

The SENCo tracks the progress of all the pupils on the SEND Record or the Record of Concern each term through:

- Analysing data and teacher assessments
- Monitoring intervention programmes
- Pupil target reviews
- Small steps trackers
- External agency reports

This information helps to track the progress of individual pupils, whether they are making progress against their targets and whether or not the level of support they are receiving is appropriate to their needs. The SENCo then compiles an audit of pupil needs and constructs a provision map. The provision map outlines the level of support required and how long for. All learning support assistants are trained to deliver the intervention programmes appropriate to the groups of pupils they support.

Croft C.E. Primary School has an open door policy and encourages parents to speak to staff whenever they have a concern so a suitable time can be arranged to meet. Each term parent meetings are planned where the pupils' current levels of attainment are discussed and next step targets set, including ways forward to help pupils make progress. Annual written reports also indicate to parents how their child is performing in different curriculum areas in relation to age related expectations.

(c) The school's approach to teaching pupils with special educational needs

Teachers provide learning opportunities for all pupils and resources appropriate to their interests and abilities. They are skilled at adapting teaching to meet the diverse range of needs in each class. Weekly planning take into account a pupil's individual needs and requirements.

The structures and systems in place are:

- Classroom support to increase curriculum access and pupil achievement.
- Intervention programmes for pupils' individual needs, drawing on data, assessment and reviews
- Differentiated curriculum planning which incorporates a variety of learning styles
- Clear guidelines on behaviour with a structured reward and sanction system.

The SEND development plan ensures all staff engaged with pupils with learning needs have the training and skills to support pupils in their class.

Croft C.E. Primary School provides differentiated levels of provision, provision available to all pupils in school, targeted support for pupils who may need additional support to attain at age appropriate levels and SEND Support tailored to their individual needs. Pupils receiving SEND Support with a higher level of need may have an SEN Support plan. This plan includes contributions by the parent and pupil about their needs and contributions from external agencies such as an Educational Psychologists or health agencies. The plan is used as working document to support the pupil's needs in school and is reviewed each term. Pupils with an EHCP have individual timetables which outline the provision they receive.

Grouping arrangements are based on different pupils' individual needs. Additional adults are used flexibly to support groups and individual pupils with the long term goal of developing independent learning skills. Pupils identified with SEND who have an EHCP or are on the SEND Record at SEND Support have a Pupil Passport and targets.

Teachers and parents agree targets that address gaps in learning and identify ways in which they can be addressed. These targets are monitored and reviewed on a termly basis.

(d) How Croft C.E. Primary School adapts the curriculum and learning environment for pupils with special educational needs

Croft C.E. Primary School Primary School provides a broad and balanced curriculum for all our pupils including those with Special Educational Needs and Disabilities and ensures full curriculum entitlement and access. We endeavour to meet individual needs, provide the highest quality of education for all pupils and the efficient use of resources. All class teachers are aware of their responsibilities to all pupils, including those with SEND, in their class. There are regular sessions of staff training which focus on a range of areas of need in order to develop staff understanding and provide them with skills, strategies and resources, human and material, to meet the needs of pupils in their class.

Class teachers differentiate their teaching to meet the learning needs of all pupils. A range of learning styles; linguistic, visual, auditory and kinaesthetic are included.

It is expected that within the classroom equal access to learning support from the class teacher is provided to all groups of learners and that not all learning support will be provided by the learning support assistants.

Class teachers' planning shows where adult and teacher support will be deployed during the lesson. Teachers support all groups of pupils including those with SEND during a sequence of lessons. Teachers plan to encourage pupil participation at all stages of the lesson using a variety of teaching methods and strategies, including talk work and 'talk partners', so learners are able to support each other. Pupils have opportunities to work as part of a class, in small groups, in pairs and individually. These groupings may be ability grouped or mixed ability encouraging pupils to support each other.

Where appropriate, the school seeks advice from external agencies such as occupational therapy, physiotherapy, visual or hearing impairment teams to identify alterations or adaptations needed to support pupils.

Resources currently include: wide steps, toilet frame, the use of coloured overlays and visual timetables and specialised equipment such as leaning boards.

(e) How Croft C.E. Primary School provides additional support for learning which is available to pupils with special educational needs

At Croft C.E. Primary School, pupils who are under school monitoring and who are on the SEND Support Record have additional support which is outlined in the SEND provision maps. By monitoring pupil progress through the systems outlined in section 3a) the area of need and appropriate level of support is identified.

This may include:

- Small group support work in class
- Small group intervention work for reading, phonics, spelling, writing or maths programmes.
- Individual support for reading, speech and language programmes.
- Social skills groups / Nurture support, 1:1 support for Social Emotional and Mental Health Needs.

Class teachers liaise with learning support assistants to plan support programmes appropriately. Classes with higher levels of need receive more learning support assistant provision than those that have less. The level and frequency of support depends on the individual level of need.

(f) Activities which are available for pupils with special educational needs in addition to those available in accordance with the curriculum

Croft C.E. Primary School School has an inclusive ethos. Pupils with a range of needs are well represented at a variety of activities outside the classroom. The school offers a wide range of extra- curricular activities and clubs. When necessary the school will make reasonable adjustments to ensure that children with SEND are included in all activities. Risk assessments are completed by staff prior to any educational visits. Support for pupils with a high level of need at playtime/lunch times is arranged where appropriate.

(g) Support which is available for improving the emotional and social development of pupils with special educational needs.

Croft C.E. Primary School School recognises that some pupils have extra emotional and social needs and these pupils are nurtured and developed through tailored social communication groups. In addition, there is support available from a play practitioner and counsellor.

These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiety, and being uncommunicative. All classes follow a structured PSHE (Personal, Social, Health Education) curriculum to support this development.

Where necessary, lunchtime and playtime support is also available through planned activities and groups.

Boxall profile assessments (an assessment for behavioural and emotional development) are conducted every six months. The findings inform the pupil passport targets.

6. The name of and contact details of SEND Co-ordinator

The Special Educational Needs Coordinator at Croft C.E. Primary School Primary School is Ms Holden.

Ms Holden was awarded the National Award for SEN Co-ordination in February 2019.

Ms Holden can be contracted via the school office:

office@croft.leics.sch.uk Tel: 01455 282643

7. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Training needs of staff are identified through the school's self-evaluation process.

All teachers and support staff, on taking up a post, are made aware of the school's SEND policy and will meet with the SENCo who will explain the systems and structures in place around the school's SEND provision and practice and discuss the needs of individual pupils.

The school's SENCo regularly attends SENCo Network meetings and local Family of Schools SENCo meetings in order to keep up to date with local and national updates in SEND.

All staff have attended training on specific learning difficulties such as: autism. All staff have adjusted their classroom practice using strategies, ideas and resources to support all learners, including those with SEND.

Croft C.E. Primary School works closely with the following services: Educational Psychology, Speech and Language Therapy, Hearing Impaired teams and the Autism Outreach Team. Contact is made with the Social Services Department and the Educational Welfare Service as appropriate.

8. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

Croft C.E. Primary School is fully compliant with the Disability Discrimination Act requirements. The school can offer easy access, disabled parking and ramps.

As a school we ensure where ever possible that equipment used is accessible to all children regardless of their needs. In addition to the school's curriculum we ensure that after-school provision and extracurricular activities are accessible to all children, including those with SEND.

In accordance with the Equality Act 2010 the school has an 'Accessibility Plan' and a policy for 'Supporting Pupils at School with Medical Conditions' including the administration of medication. Details can be found on our website:

www.croft.leics.sch.uk.

Where equipment and facilities additional to, or different from, those already provided are required, the SENCo contacts the relevant health agencies to ensure the appropriate equipment to support pupils' learning in school is available.

9. The arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their child.

Croft C.E. Primary School Primary School is a mainstream setting and strives to be an inclusive school and focuses on inclusive practice and removing barriers to learning. All pupils are welcome, including those with Special Educational Needs and Disabilities, in accordance with Local Authority's admissions policy.

Staff at Croft C.E. Primary School actively seek to work with parents and value the contribution they make through their strengths, knowledge and experience. Parents are invited and pupils are involved, where appropriate, in all relevant discussions and personal target setting.

Parents are always informed of any action taken by the school and are encouraged to take part in their child's learning. Permission from parents is sought before the school requests any involvement from external agencies.

Croft C.E. Primary School has an open door policy and encourages parents to approach staff whenever they have a concern so a suitable time can be arranged to meet. Each term parent interviews are held and current levels of attainment are discussed, next step targets are set and ways found to help pupils make progress.

Annual reports indicate to parents how their child is performing in different curriculum areas in relation to age related expectations.

10. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

Croft C.E. Primary School Primary School recognises that all pupils have the right to be involved in making decisions and exercising choice wherever possible, right from the start of their education. Participation in education is a process that will necessitate all pupils being given the opportunity to make choices and understand that their views matter.

Croft C.E. Primary School aims to develop pupils' self-advocacy skills to enable them to successfully communicate their own interests, desires, needs, and rights, enabling them to make informed decisions about their learning and future, taking responsibility for those decisions.

The school encourages pupils to contribute individually to determine the direction of their learning by recognising their own strengths and weaknesses and where appropriate to take an active part in setting and monitoring their own targets.

11. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at the setting.

It is recognised that parents of pupils with SEND may, from time to time, have particular concerns regarding their child's individual needs. The school acknowledges the difference between a concern and a complaint. The requirement to have a complaints policy does not undermine efforts to resolve the concern informally. Concerns are dealt with by the school as quickly, sympathetically and effectively as possible.

Croft C.E. Primary School is committed to working in close partnership with all members of the school community. The school places great value on the role which parents and carers can play in supporting their child's learning. Staff and governors actively encourage a positive relationship between the school and families.

Parents are encouraged to discuss any problems or concerns with the school. These should be raised initially with the pupil's class teacher or SENCo.

Most problems can be resolved in this way, but if this does not happen, parents may raise the concern with the SENCo or Headteacher who will either contact you by telephone or arrange a meeting.

The School's Complaints Policy, which is available on the school's website www.croft.leics.sch.uk outlines the formal procedures which will be invoked when initial attempts to resolve the issue are unsuccessful and the person raising the concern remains dissatisfied and wishes to take the matter further. If they are still dissatisfied, parents may take their complaint to the LA's statutory SEND disagreement resolution process.

12. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

The governors seek advice and support regarding SEND issues whenever appropriate to ensure the safety and smooth educational running of the school for all pupils, staff and parents.

External agencies such as health and social services bodies, local authority support services and voluntary organisations are approached, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils. Contact with such agencies is made via the SENCo and by using sendirect.org.uk as appropriate.

Croft C.E. Primary School already works closely with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. Access to medical intervention includes: use of Education, Health and Care Plans, referral to paediatricians through SPA referrals, referral to CAMHS via the school nurse and specialist school nurses.

External agencies the school works with include:

- Educational Psychology Service
- Specialist Teaching Service
- Speech and Language Service
- Autism Outreach
- ADHD Solutions
- Visual impairment service
- CAMHS
- School Nurse
- Oakfield behaviour support
- Dorothy Goodman Outreach
- Birkett House Outreach
- SENA
- SEND Parent Information Service

These services are accessed on an individual needs basis and include attendance at meetings, offer of advice and in school support, 1:1 sessions, small group work and liaison with parents.

13. The contact details of support services for the parents and carers of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

Information and support services for families can be accessed in the first instant by contacting the school directly via email on office@croft.leics.sch.uk or by telephone on 01455 282643.

If parents have concerns of a pastoral nature or day-to-day issues they should contact their child's teacher directly. If concerns are of a more educational basis or the concerns are about Special Educational Needs, parents should then contact the SENCo, Ms Holden, via the school office, office@croft.leics.sch.uk, or telephone the school office on 01455 282643.

Other support networks are available to parents such as Dyslexia Action and Parent Partnership.

The new SEND code of practice is available for downloading at <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Up to date information about Leicestershire's Local Educational Authorities Local Offer can be found at the following web address http://www.leics.gov.uk/index/children_families/family/send.htm

Parents can also access support for their child via the SENDirect website www.SENDirect.com

This website advertises service providers who support parents/carers and educational settings of children with Special Educational Needs.

14. The arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

The school recognises that transitions can be difficult for a child with SEND, and staff take steps to ensure that any transition is as smooth as possible.

If a child is moving to another school the SENCo contacts the new school's SENCo to ensure they understand the special arrangements or support required by the pupil. All pupil records are passed on as soon as possible.

Handover meetings are conducted at transition points for smooth and thorough liaison to take place between staff members. The SENCo ensures that Pupil Passports and targets are shared. Children will have opportunities to spend time with new staff to ensure continuity and to build a rapport. Transition booklets for school are sent home at the end of the summer term.

The Early Years Foundation Stage (EYFS) staff visit new starters to the school in their early years setting during the summer term before admission. Parents and early years providers are asked to provide details about their pupil's progress, strengths, weaknesses and any Special Educational Need or Disability. Where there has been involvement with the Early Years team, a transition meeting is planned with the parents, teacher and SENCo prior to the pupil starting school.

In Year 6 the SENCo will discuss the specific needs of a pupil with the SENCo of the pupil's secondary school. The SENCO and/or the Inclusion Manager from the named secondary school is invited to the Annual Review of a pupil with an EHCP.

In the term before transfer, the secondary SENCo meets with the Year 6 teachers, Year 6 children with SEND and Croft C.E. Primary School SENCo to discuss and prepare for transition. Pupils with SEND make additional visits to their new setting to help them prepare for transition so that they know where they can go to ask for help and meet staff who will be supporting them.

Pupils are supported to ensure they understand the changes ahead. Where possible a pupil visits their new school on several occasions, and in some cases staff from the new school visit a pupil in this school.

15. Information on our contribution to the publication of the local authority's local offer.

Croft C.E. Primary School has published the school's SEND information on the schools website and details can be found within the SEND section on the Policies page under "local offer". The school aims to help children, young people, and parents/carers to find information and support as smoothly as possible. This information will therefore be accessible to children, young people and their parents/carers directly from our school website at: www.croft.leics.sch.uk

From September 2014 Leicestershire Local Authority publishes a Local Offer. This has two key purposes:

- To provide clear, comprehensive and accessible information about the available provision and how to access it.
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN and service providers in its development and review.

Up to date information about Leicestershire's Local Educational Authority's Local Offer can be found at the following web address

http://www.leics.gov.uk/index/children_families/family/send.htm