



Lady Katherine Leveson
Church of England
Primary School

SEN Policy

Signed: _____ (Chair of Governors)

Date: Spring Term 2023

Date of Renewal: Spring Term 2026

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2 POLICY DETAILS:

Policy Name	SEN Policy and Information Report
Role responsible for making changes	SENCo
Committee responsible for approving changes	Full Governing Board
Is this policy statutory?	Yes
Review cycle	Annually
Date policy first approved	
Date current version approved	

3 REVIEW HISTORY:

Version Number	Reason for review	Summary of changes made	Person responsible for changes	Date of committee approval
2.2	Initiating annual review	Updated contact names	Nicky Hammett	n/a

4 PURPOSE & AIMS

In Solihull, all schools are encouraged to provide appropriate support for those children with special educational needs and disabilities (SEND).

At Lady Katherine Leveson Primary School, we pride ourselves on the support we offer and on our inclusive curriculum, which ensures the best possible progress for all of our pupils, whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEND meet the definition of disability but this policy covers all of these pupils.

Every pupil with SEN and disability in our inclusive school has an entitlement to fulfil his/her potential.

This is achieved by ensuring the health and well-being of all pupils as well as supporting them to make academic progress. We work in partnership with parents and carers, other schools, the local community and external support services and providers.

These outcomes are embraced in every aspect of school life; personalised teaching and learning approaches; access to technology across the curriculum; flexible learning pathways and out of hours learning activities; support for emotional well-being; flexible timetables; assessment systems that engage pupils in having a say about their progress and additional provision.

This special educational needs policy should read in conjunction with our school's local offer (also called the SEN Information Report) and our accessibility plan. This policy will be reviewed annually and ratified by the Governing Body.

The aims of our special educational needs and disability policy and practice at Lady Katherine Leveson Primary school are:-

- (1) To ensure that children and young people with SEND engage in the full range of activities offered by the school alongside pupils who do not have SEND.
- (2) To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum and the environment
- (3) To make every effort to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum.
- (4) To ensure a high level of staff expertise to meet pupil need, through well-targeted, continued professional development.
- (5) To work in partnership with the Local Authority and outside agencies including health professionals for the best provision for our children.
- (6) To work in partnership with parents/carers and children in order to help them to be the best they can be.

5 LEGISLATION AND GUIDANCE

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

- [Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

6 ROLES AND RESPONSIBILITIES

6.1 SENCO

The SENCO is Mrs Williams. She will:

- Work with the Head teacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHCP plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services

- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

6.2 THE SEN GOVERNOR

The SEN governor is Mr Lawrence Adams. He will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Head teacher and SENCO to determine the strategic development of the SEN policy and provision in the school

6.3 THE HEAD TEACHER

The Head teacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

6.4 CLASS TEACHERS

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Making reasonable adjustments, where necessary, for all pupils
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

7 DEFINITIONS

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:-

“SEN: A child or young person has special educational needs if he or she has a learning difficulty or a disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day to day activities.’ This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

8 MONITORING ARRANGEMENTS

This policy and information report will be reviewed by the School’s SENCo **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

9 LINKS WITH OTHER POLICIES

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

10 IDENTIFYING SPECIAL NEEDS

10.1 HOW WE IDENTIFY CHILDREN WHO MAY NEED SEN SUPPORT

We know children need help if:-

- a) Concerns are raised by parents/carers, teachers or the child’s previous school or setting, or from information from the Local Authority or outside support agency regarding a child’s level of progress or inclusion.
- b) A pupil frequently requires extra help.
- c) Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need as described in the code of practice for SEND:-
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical
- d) Whole school tracking of outcomes indicates concern about progress or general well-being.

10.2 WHAT TO DO IF YOU THINK YOUR CHILD HAS SPECIAL EDUCATIONAL NEEDS

If parents have concerns relating to their child's learning, then they should discuss these initially with their child's teacher. This then may result in a referral to the school SENCo, whose name is Mrs Nicola Williams and whose contact details are 01564 772 374. Alternatively, parents may wish to contact the school office on office@ladyk.bdmat.org.uk or the Head teacher on the above telephone number, if they feel this is more appropriate.

All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

10.3 ACTION MODEL FOR SEND SUPPORT

10.3.1 Assess:

Data on the pupil held by the school will be collated by the class/subject teacher in order to make an accurate assessment of the pupil's needs. Parents will be invited for an early discussion to support the identification of action to improve outcomes.

10.3.2 Plan:

If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil, will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo. The pupil will be added to the school SEN register to begin the graduated approach of appropriate support and monitoring.

10.3.3 Do:

SEN support will be recorded on a plan (an Individual Education Plan or IEP) that will identify a clear set of expected outcomes, which will include relevant academic and developmental targets that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

10.3.4 Review:

Progress towards these outcomes will be tracked and reviewed termly with the teacher, the SENCO, parents and the pupil.

As a result of the review process we may decide to involve outside agencies for specialist support.

The range of agencies that come into school can be found in the school's local offer (SEND information report on the school website).

The school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting families.

For a very small percentage of pupils, whose needs are *significant and complex* and the SEND support required to meet their needs cannot be provided from within the school's own resources, a request may be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being created.

11 SEN PROVISION AND SUPPORT AT LADY K

11.1 THE SEND NEEDS WE SUPPORT

Children and young people with SEND have different needs, but all children with SEND are welcomed at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEND of pupils at this school.

For children with an Education, Health and Care Plan (EHCP), parents have the right to request a particular school and the Local Authority must comply with that preference and name of the school or college in the Education, Health and Care Plan unless:-

- it would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

The Local Authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

For all our SEND children, we have a close working relationship with parents & carers. Termly parents and pupils evenings take place to discuss concerns and the SENCo is available to discuss specific concerns at these times and if parents request a meeting at other times in the year. We work with parents to provide a fully inclusive working environment as well as a carefully integrated curriculum with appropriate interventions.

Individual pupil profiles and IEP's support pupils at transition times. Where appropriate, some pupils are offered personalised, additional transition work by the SENCo and/or the Child and Family support worker and external professionals.

All our staff receive training in relevant areas of need and some have specialised training for particular diagnoses. Training is disseminated at Staff meetings. At present, the average size of our classes is 20.

Diagnosis	Information	What we have to offer
Autistic Spectrum Disorder (ASD)	We cater for a number of children throughout the school, who have either received a diagnosis while attending our school or have arrived with one. Each child has different needs and these are met through a variety of interventions written into their support plan.	a) Support from the SISS ASD Team for all children with a diagnosis of ASD. b) Support from other professionals such as Occupational therapists and the SISS SEMH team where appropriate. c) Staff trained to understand the needs of children with ASD. d) Review meetings with Parents, SENCo, class teachers and teaching assistants offered. e) Additional adult support in the classroom where necessary.

Diagnosis	Information	What we have to offer
		<p>f) Adaptations to the classroom environment & timetable eg. visual timetables, task boards, work stations, fiddle objects, quiet areas and physical breaks.</p> <p>g) Intervention groups targeted at individual needs.</p> <p>h) ICT –laptops and suitable software provided for those children with fine motor control difficulties.</p> <p>i) Home-School diaries and worry books where appropriate.</p> <p>j) Access to the Starlight room – fully equipped sensory room.</p> <p>k) Positive handling plans where appropriate.</p>
Speech & Language & Communication Difficulties	We support children with Speech and Language and Communication Difficulties throughout the school.	<p>a) All teaching assistants have received training from Solihull Speech and Language Department.</p> <p>b) Adults provided to carry out activities set by the therapists weekly.</p> <p>c) Visits by the school Speech and Language Therapist.</p> <p>d) Teaching staff informed of strategies to use within the classroom to support the child- ensuring simplified language and appropriate modelling of language.</p> <p>e) Additional adult support in the classroom where appropriate.</p> <p>f) Support from the Specific Speech and Language Difficulty team, as required.</p>
Cerebral Palsy	Several children with Cerebral Palsy have attended our school during the last few years and a variety of needs have been successfully catered for.	<p>a) Support from SISS Sensory/ Physical team.</p> <p>b) Staff trained to meet the needs of each individual pupil.</p> <p>c) Physiotherapists and Occupational Therapists involved and school staff carry out exercises as appropriate.</p> <p>d) Involvement of Community or School nurse.</p> <p>e) Ongoing discussions with parents so that staff are aware of all changes to the child's needs.</p> <p>f) Appropriate ICT resources provided – i pad, laptop, software to meet the needs of each individual.</p> <p>g) Risk assessments and Care Plans written to ensure safety at all times.</p> <p>h) Adaptions made to the environment.</p> <p>i) Appropriate resources such as writing slopes, scissors, foot rests and chairs provided.</p> <p>j) Staff awareness of alternative ways of recording and fine motor control difficulties as well as adapting PE to meet individual needs.</p> <p>k) BEAM Intervention to develop core strength, balance and coordination.</p>

Diagnosis	Information	What we have to offer
Epilepsy		a) Staff training to understand the medical needs of each individual child. b) Individual risk management plans written by the SENCo in partnership with parents c) Specialised equipment provided as appropriate for the safety of the child. d) Adaptations to the environment. e) Support for PE including swimming. f) Support by the SISS Physical team to write Individual Management Plans and advice to staff. g) Support of the Community nurse/School nurse where appropriate. h) Support of a teaching assistant. i) Medication given if appropriate. j) Work provided for long absences from school.
Down's Syndrome	Several children with a diagnosis of Down Syndrome have and still do attend our school and have and are being successfully supported.	a) Support from SISS Sensory/Physical team. b) Some staff trained in Makaton signing. c) Differentiation of PE lessons. d) Additional adult support where appropriate. e) All teaching assistants have received training from Solihull Speech and Language Department. f) Visits from Solihull Speech and Language Therapists and staff carry out activities provided. g) ICT resources as appropriate including I-pads, laptops and suitable software. h)) Appropriate resources such as writing slopes, scissors, foot rests and chairs provided. g) Adapted curriculum as appropriate.
Attention Deficit Disorder ADD Attention Deficit Hyperactive Disorder (ADHD)	We have supported a number of children with ADD or ADHD over the last few years.	a) Support from SISS CLD team and SEMH team. b) Robust Behaviour Policy. c) Positive handling plans where appropriate c) Additional adult support where necessary. d) Movement breaks available during the day. e) Sensory trail and sensory room. f) Quiet areas available. g) Resources such as fiddle objects, foot rests, sensory cushions, writing slopes and ICT resources available to use.
Dyspraxia		BEAM interventions to develop core strength, balance and coordination. Sensory circuit intervention Occupational Therapy support where necessary. Wedge cushions for correct sitting. Steps for feet for correct sitting. Writing slopes. Lap top for writing when needed. Fine motor control exercises.
Dyslexia		Dyslexia and Dyscalculia screening Little Wandle letters and sounds programme (rapid catch up)

Diagnosis	Information	What we have to offer
		Toe by toe intervention Coloured reading strips Precision teaching Laptops and Ipads available Touch typing intervention Individual Resources for spelling eg – High Frequency word mats. Adult to scribe where necessary. Visual, auditory and kinaesthetic learning for spelling. Additional adult support as and when appropriate Regular training opportunities for staff.
Moderate Learning Difficulties		a) Interventions in small groups- e.g. Little Wandle rapid catch up sessions b) Toe by Toe intervention b) Teaching Assistant support where necessary. C) SISS CLD team
Attachment Disorder		Family Support Worker and teaching assistants trained in relationship based play Key adults Access to sensory room Social skills interventions Close family/school relationship. Home/School diary. Additional adult support as and when appropriate Support from SISS SEMH team (attachment specialist) Occupational therapy support and training in sensory integration

11.2 HOW WE SUPPORT SEN CHILDREN

All pupils will be provided with high quality teaching that is differentiated and personalised to meet the diverse needs of all learners.

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes:-

1. Classroom observations by the senior leadership team, the SENCo, external verifiers;
2. Ongoing assessment of progress made by pupils with SEND;
3. Work sampling and scrutiny of planning to ensure effective matching of work to pupil need;
4. Teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND;

5. Pupil and parent feedback on the quality and effectiveness of interventions provided;
6. Attendance and behaviour records.

All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these at Parents' Evenings or at IEP review meetings if a child has specific targets set and provision in place.

Pupils' attainments are tracked using the school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class teacher and a member of the Senior Leadership team and if appropriate, the pupil themselves.

Additional action to increase the rate of progress will then be identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.

If we consider at this stage that special educational provision is required, we will contact parents to discuss this.

Children's views are actively sought on a regular basis throughout the year. This includes opportunities for children to be part of the School Council, the Prayer Council and the Eco Council. Children with SEND also have the opportunity to share their thoughts about what they enjoy and what they find difficult as part of pupil voice interviews.

Lady Katherine offers the following interventions for pupils:

- Soft start for morning transition (where appropriate)
- Little Wandle letters and Sounds to teach phonics and early reading in Reception and Year 1
- Little Wandle rapid catch up sessions for year 2 and KS2
- Nelson handwriting scheme
- Purple mash spellings
- Toe by Toe intervention to support reading and spelling
- Touch typing
- Social skills groups for EYFS, KS1 and KS2
- Lego therapy
- Cognitive behaviour therapy
- Self-esteem intervention
- Relationship based play
- Arithmetic catch up groups
- BEAM for core strength, balance and coordination
- Write from the start – To develop fine motor skills and handwriting

11.3 FACILITIES AND EQUIPMENT

- Lady Katherine Leveson C of E Primary School has rooms available where daily intervention groups are held.
- 'Quiet' areas have been developed to support the needs of particular children who need a low stimulatory learning environment or a short break from anxieties.

- The Starlight room is a large sensory room where pupils can access a calm, quiet environment.
- ICT equipment, such as i-pads and laptops, and software including Communicate in print, Clicker 6 and Nessy's Fingers have been purchased to support specific needs.
- We now have two toilet areas for children and adults with a disability, two lifts, lower hand rails to stairs and slopes to the Year 5 and 6 classrooms.
- Designated areas where children can feel safe and be supported.

11.4 SUPPORT FROM SPECIALIST SERVICES

At Lady Katherine Leveson C of E Primary School, we work closely with external professionals in order to meet the needs of all children. We currently work in partnership with teams from Solihull Specialist Inclusion Support Service (SISS).

- Communication & Language Difficulties Team (CLD)
- Social, Emotional and Mental Health Team (SEMH)
- Disability Team
- Autistic Spectrum Disorder Team (ASD)
- Early Years Under 6 Team, which supports children in Nursery and Reception.
- Physical Impairment Team

We have regular visits from our linked teachers in the ASD team and we plan together the best use of the allocated time.

The ASD Team only work with children who have a diagnosis of ASD. We are also able to purchase support from the CLD and SEMH Team as and when required.

Other professionals who are involved to meet the needs of our SEND children as appropriate include:

- Speech therapists
- Occupational Therapists
- Educational Psychologists
- Physiotherapists
- Occupation Health Therapists
- School Nurses
- Health Visitors

11.5 SUPPORT FOR CHILD WELLBEING

The school offers a wide variety of pastoral support for children. These include:-

1. A full time child family support worker, Vicky Russell, who works closely with the SENCo and SLT.
2. A wide curriculum that incorporates the knowledge, understanding and skills that pupils need to enhance their emotional and social knowledge and well-being.
3. Small group evidence-based interventions to support pupil's well-being are delivered to targeted pupils and groups. These are identified on the provision map and updated half termly by the class teachers or members of staff who are leading the group. These interventions aim to support improved interaction skills, emotional resilience and well-being.

4. Lady Katherine has many school pets for the children to help look after in school, at the weekends and in the holidays. Currently we have: chickens, a cockerel and lots of guinea pigs.

For information about pupils with medical needs please refer to the Medicines in Schools Policy.

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2> 7

11.6 MATCHING THE CURRICULUM TO A CHILD'S NEEDS

Teachers plan using the National Curriculum and taking into account all pupils' achievement levels. Teachers differentiate tasks to ensure progress for every pupil in the classroom.

When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily at their level.

These adaptations may include strategies suggested by the SENCo and/or external specialists.

In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

11.7 PARENTAL INVOLVEMENT

At Lady Katherine, we have a rigorous system for regularly observing, assessing and recording the progress of all children and this is used to identify children who are not progressing satisfactorily and those who may have additional needs. Progress is discussed with parents at termly Parents meetings.

At Lady Katherine we hold termly Pupil progress meetings in which each class teacher meets with the Head Teacher, the Deputy Head teacher and the SENCo to discuss any concerns they may have about the children in their class. A thorough record of the meeting is kept with agreed actions as to what staff need to do and this is updated at the subsequent meetings.

Additional support may be in the form of a targeted intervention group, which will be put in place for those children who it is felt need a short term input to put them back on track. Parents will be informed of these. Teachers and teaching assistants are asked to record progress over a half term for children they feel may need outside professionals involved and be placed at 'SEN Support' on the School SEN register. This will be discussed with parents, the Class Teacher and SENCo and a programme of support will be planned such as referrals to professionals or assessments by SISS teams. There is a range of support on offer to parents who have children with additional educational needs. Parents are also encouraged to look at the school website which includes links to websites and resources we have found useful in supporting parents to help their children learn at home. The Solihull Local Offer is also recommended as a good place for parents to gain support and information about services available.

If you have suggestions or requests on support that you would like to have access to in order to further support your child's learning, please contact the SENCo or the Child Family Support Worker, Vicky Russell, who will locate information and guidance for you in this area.

We encourage ongoing parental involvement through:

- discussions with the class teacher, SENCo or Senior Leadership Team member;

- during parents' evenings;
- during IEP review meetings
- meetings with support and external agencies.

We will share information with parents in the following ways:

- Attainments towards the identified outcomes will be shared with parents termly through feedback regarding SEN support reviews where required, as well as at Parents Evenings.
- Parents may also find the home-school diary a useful tool to use to communicate with school staff on a more regular basis.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher and the SENCo at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you on 01564 772 374.
- Parents of SEND children are invited to attend a termly meeting with the SENCo and class teacher/teaching assistant when IEP's have been updated. At this meeting, the child's progress against the targets set in their Individual Education Plan will be discussed and all parties (child, teacher and parent) will be asked for their views and feedback about progress.

11.8 ALLOCATING SUPPORT

- For pupils with SEN but without an EHCP, the decision regarding the support provided will be taken at joint meetings with the SENCo, class teacher and parent.
- For pupils with an EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

11.9 SUPPORT FOR MOVING CLASS OR MOVING SCHOOL

A number of strategies are in place to enable effective pupils' transition. These include:-

11.9.1 On entry:

- Parents/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

11.9.2 Transition to the next school or Secondary school:

The SENCo from the various Secondary Schools are contacted to meet/discuss pupils who are moving from Year 6 to Year 7. This enables the new SENCo to have a more thorough understanding of a child's particular needs before they start. All files and information is also passed on.

For some children, additional visits are set up to visit their Secondary School, so that they can

become more familiar with the layout of the school and build a better relationship with staff.

Highlights of the procedure include:

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school.
- The annual review in Y5 for pupils with an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCOs of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

http://www.councilfordisabledchildren.org.uk/media/409191/cdc_funding_briefing_for_parents_-_final.pdf 9

11.10 CONCERNS AND COMPLAINTS

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, in the first instance please raise these with one of the following:-

- Your child's class teacher;
- The SENCo;
- The Headteacher;
- The School Governor with responsibility for SEND – Mr Lawrence Adams.

If you are not satisfied with the response you receive, there is a formal Complaints Policy for the school available on the website.

11.11 SOLIHULL'S LOCAL SEN OFFER

Solihull's Local Offer can be found via this link: <http://socialsolihull.org.uk/localoffer/>

12 RESOURCES

12.1 RESOURCE ALLOCATION

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:-

1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
2. The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.

3. The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the Local Authority or whose parents are in the Armed Services.
4. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation (beyond an initial £6000 met by the schools SEN funding). This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities. The range of support offered is identified through the use of PLP's (pupil learning profile) as well as a provision map. These target the road areas of need:-
 - Cognition and learning
 - Behavioural, emotional and social
 - Communication and interaction
 - Sensory and/or physical

If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class teacher and SENCo.

12.2 STAFF TRAINING

Senior leaders are committed to providing the entire staff with appropriate CPD in order to carry out their roles and responsibilities to the very highest standards. As a result, staff regularly receive training sessions on a range of needs which include:

Awareness training has been provided to all staff on:-

- How to support pupils with dyslexia and literacy difficulties
- How to support pupils with ASD
- How to support pupils with behavioural difficulties
- Hearing impairment
- Cerebral Palsy
- Physical difficulties

Enhanced training has been provided to some teaching staff on:-

- Emotion coaching
- BEAM training
- AET Tier 1, 2 and 3 training (ASD training)
- Relationship based play
- Lego therapy
- Social skills

Specialist training has been provided to the SENCo on:-

- The SEN Coordination award (A National qualification in SEND)
- The school has regular visits from outside agencies SEN specialist teachers
- Autism awareness Tier 1, 2 and 3 AET training
- Relationship based play
- Supporting children with dyslexia and dyscalculia
- Changes to SEND legislation in light of new Code of Practice
- The NHS Speech Language Therapist visits school to assess and plan support for targeted pupils.

12.3 EXTERNAL RESOURCES

- Solihull SENDIASS offer independent advice and support to parents and carers of all children and young people with SEND. <https://www.family-action.org.uk/solihullsendias/>. Contact: Solihull SENDIASS, Sans Souci Training Centre, Tanworth Ln, Shirley, Solihull B90 4DD Tel: 0121 516 5173 SENDIASS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supports aim to provide guidance to parents regarding the EHCP process.
- Guidance on the Solihull EHCP process and the thresholds for an EHCP application can be found here: <http://socialsolihull.org.uk/localoffer/ehc-plans/>
- Parents who are unhappy with the Local Authority's response to an EHCP application can seek mediation from regional mediation services. Examples of two such mediation services can be found here: <http://www.kids.org.uk/> and <https://www.ipsea.org.uk>

13 INCLUSION

At Lady Katherine Leveson School we arrange a range of school visits each year. These are carefully planned with Subject leaders, both to enhance the curriculum and include all children, no matter what their needs may be.

We also arrange residential visits in Year 2 and 6. The children in each year group are carefully considered to make sure they are able to be included in the activity being offered.

Those children who require extra support for day or residential visits are provided with a member of staff who understands their needs.

All children are encouraged to attend After School Clubs run by outside agencies or school staff and the needs of the children are taken into account when organising the range of clubs. Where a child may need support a member of staff will attend the first session to assess the amount of support needed.

As part of the enhanced package of support we receive from the Solihull Sports programme (SSP), we take part in a wide range of sports events across the year, which includes events specifically for SEND pupils.

13.1 SCHOOL ACCESSIBILITY

The following adaptations have been made to the school environment:-

- Further disabled parking spots marked and located in the car park nearest the school
- All steps have a double rail for children and adults with different heights
- Ramps have replaced the two steps into school to ensure the site is accessible to all
- Two toilets have been adapted to ensure accessibility for visitors with a disability
- Quiet areas have been developed near to the SENCo's office and opposite the Year 1 and 2 classrooms to improve inclusion in the mainstream classrooms for vulnerable pupils
- A fully equipped sensory room has been set up.
- Our Accessibility Plan which describes the actions the school has taken to increase access to the environment, the curriculum and to printed information, is available on the school website.

- The school PE and sports lead has had training in how to make games accessible to children with a variety of SEND and offers staff support in this area.
- Specialist sports events for SEN children are organised throughout the year.
- Specialist equipment has been purchased for inclusive PE, sports opportunities and sensory activities.
- The school participates in inclusive sporting competitions, which SEND children can access.
- We have employed a sports coach, who works 5 days a week across the school.

13.2 INCLUSION IN NON-CLASSROOM BASED ACTIVITIES

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- Some children have personalised positive handling plans.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

13.3 INCLUSION IN NURSERY AND WRAP AROUND CARE

Children in Nursery, Breakfast Club and After School Club are supported in the same way as they are in school.

This facility is run by school staff who are aware of the needs of all our children.

The SISS Teams visit and monitor children with SEND in the same way as they do for children from Nursery upwards.

13.4 INCLUSION IN DAY AND RESIDENTIAL VISITS

At Lady Katherine Leveson School, we arrange a range of day visits each year. These are carefully planned with Subject leaders, both to enhance the curriculum and include all children, no matter what their needs may be.

We also arrange a residential visit in year 2 and 6. The children in each year group are carefully considered to make sure they are able to be included in the activity being offered. Those children who require extra support for day or residential visits are provided with a member of staff who understands their needs.

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities, and the school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

13.5 INCLUSION IN AFTER SCHOOL CLUBS

All children are encouraged to attend After School Clubs run by outside agencies or school staff and the needs of the children are taken into account when organising the range of clubs. Where a child may need support a member of staff will attend the first session to assess the amount of support needed.

14 REPORTING

SEND figures are reported to the school's Resources Committee.

The school's SEND data is reported annually and communicated with parents via the school and DfE websites.

Annex A – Our Local Offer

Under the Children and Families Bill which becomes law in 2014, Local Authorities are required to publish, and keep under review, information about services that they expect to be available for children and young people with disabilities and Special Educational Needs aged 0-25. This is called the Local Offer. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for professionals in understanding the range of services and provision in the local area.

Lady Katherine Leveson C of E Primary School is a fully inclusive school that is totally committed to providing the best possible education to all of its children regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs. This webpage is intended to give you information regarding the many ways in which we ensure we support all of our children, including those with SEND. It is important to note that it may not include every skill, resource and technique that we employ as these are continually being developed and modified to meet the changing requirements of individual children. Please click on the links for additional information.

SCHOOL NAME:	Lady Katherine Leveson C of E Primary School		
TYPE OF SCHOOL:	Mainstream for 3-11 Year Olds		
ACCESSIBILITY:	Fully wheelchair Accessible		Yes
	Other Adaptations:		Toilets and sinks have been adapted in all year groups
CORE OFFER:	Are you currently able to deliver your core offer consistently across all areas of your school?		Yes
POLICIES:	Are the schools policies available on its website for:	SEN*	Yes
		ACCESSIBILITY PLAN	Yes
		CHILD PROTECTION	Yes
		SAFEGUARDING	Yes
		BEHAVIOUR	Yes
		EQUALITY & DIVERSITY	Yes
	Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?		Yes
SCHOOL SENCo	Mrs N Williams n.williams@ladyk.bdmat.org.uk		