



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

Thorpe Acre Infant School (TAIS) is aware of the importance of early identification of those who may be encountering barriers to accessing the curriculum. We actively work to identify concerns as early as possible. Before the child starts with us, we work closely with:

- Parents/carers
- Preschool/Nursery setting
- Early Years SEND Inclusion team

Children's attainment and progress is monitored carefully. Initial investigations of SEND may be as a result of:

- A child performing 'below age-related' expectations or making limited progress. This is done through careful analysis of data, including Foundation Stage Profile scores, Phonics Screening tests, Teacher Assessed Data, Pupil Progress Meetings and/or consultation with the SENDCO
- Concerns raised by a parent/carers
- Concerns raised by teachers, where, for example, behaviour or self-esteem is affecting performance
- Liaison with external agencies
- A health diagnosis through paediatrician involvement.

Our SEND policy can be found on our website and details the four main areas of need, in accordance with the Government's SEND policy:

If a child has special educational needs, they may need extra help in a range of areas - for example:

- schoolwork - reading, writing, number work or understanding information;
- expressing themselves or understanding what others are saying;
- making friends or relating to adults;
- personal organisation;
- a sensory or physical need(s) which may affect them in school.

More specifically, the *Special Educational Needs and Disabilities (SEND) Code of Practice*, sets out four main areas/headings:

- **Communication and Interaction**

A child may...

- have speech sounds difficulties;
- find it difficult to communicate with others;
- have difficulty understanding others;
- have an autism spectrum disorder/condition (ASD/ASC)

- **Cognition and Learning**

A child may...

- learn at a slower pace than others of the same age;
- have a specific learning difficulty (SpLD), such as dyslexia, dyspraxia or dyscalculia.

- **Social, emotional and mental health difficulties**

Children may...

- show emotional difficulties such as withdrawn or challenging behaviour;
- have disorders, such as, attention deficit hyperactive disorder (ADHD) or an attachment disorder.

- **Sensory and/or physical needs**

This may include:

- visual impairment (VI)
- hearing impairment (HI)
- multi-sensory impairment (MSI)
- physical disability (PD)

Thorpe Acre Infant School has a **Provision Map**, that charts provision based on the SEND cohort and details the extra intervention programmes we run.

A full copy of our **SEND Policy** can be accessed on the school website and a hard copy may be requested from the office.

The **Medication policy** pertaining to 'Supporting pupils at school with Medical Conditions (DFE)', is also on our website. This provides details of how the school meets the need for effective support so that children with medical conditions or disabilities have full access to education, (including school trips and Physical Education (PE)). With regards to PE, please see our **Accessibility Plan**.

For pupils leaving Thorpe Acre Infant School at the end of Year 2 to join Thorpe Acre Junior School, SEND information can be found on their website:
www.thorpeacrejuniorschool.co.uk.

It is hoped that any concerns raised by parents/carers can be quickly resolved, however, should parents/carers remain unhappy with the SEND process, they can raise this following the school's **Complaints Policy**.

School records are kept in accordance with the requirements of the General Data Protection Regulations 2018 (including compliance with the Data Protection Act 1998) and restricted access is employed as appropriate. Other relevant policies include the **Behaviour Policy** and the **Anti-Bullying Policy**.

A copy of the Government's **Special Educational Needs and Disability Code of Practice** can be found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

We are using our Inclusion Mainstream Fund (IMF) to further develop and embed strategies and approaches to enhance our inclusive mainstream provision in line with the 7 principles of inclusion.

them in the education of their child? Please describe how you would support a parent/carer with a concern or a young person who was worried about their learning?

The staff at Thorpe Acre Infant School work hard to develop effective home/school partnerships.

- Teachers encourage parents/carers to let them know of any concerns or issues raised at home that may affect their child's wellbeing or learning in school. This way, staff can support effectively within school.
- Open door policy. Teachers are happy to arrange a convenient time for parents/carers to meet with them for an informal chat, update or to share information.
- Parents' Evening appointments are extended for parents/carers of children with SEND so that there is enough time to inform parents/carers about the progress their child is making in intervention groups. The SENDCO is also often included in these appointments.
- Parents/carers are invited to attend meetings where external agencies, such as the Educational Psychologist is visiting school to share their findings.
- Parents/carers of children who have an EHCP are invited to annual review meetings. They will be involved in discussing their child's progress and be involved in deciding the next steps.
- The school runs a range of workshops, 'drop in' and 'Stay and Play' sessions for parents/carers throughout the school year. Details are advertised in the school newsletter and on our website. The sessions aim to provide useful opportunities for parents/carers to learn more about how to support their children's learning. The school website can be found at <http://www.tais.leics.sch.uk>
- The school website provides links to educational activities. This is another method for parents/carers to work with their child at home.
- If a parent/carer has a question or concern and wishes to speak to Miss Bowman, the SENDCO, please call the office on 01509 212021. We offer 'drop in sessions' on Tuesday mornings between 9-10am, which is when Miss Bowman is available to talk to any parents/carers who may have concerns or questions.
- Parents/carers of children in the Reception Year are kept up to date with their child's learning in school through an online learning journey called 'Seesaw'. Parents/carers can see what their child has been learning during the day and they can also add information from home.

We are always looking at ways to improve accessibility and strengthen parent voice. If you have any suggestions of how we can help achieve this please let us know via email, phone, letter or by making an appointment to discuss.

or Disabilities about, and involving them in, their education?

We have high expectations for all children and want all pupils to aim high and achieve their full potential.

- Our school staff work closely with SEND children and deliver quality sessions where children can express their thoughts and feelings about the work they are doing and anything that may concern them. The SENDCO is currently using an age-appropriate questionnaire to gather pupil voice and develop inclusion of SEND children in their education.
- The children are involved in developing their own Pupil Profile and, where appropriate, are involved in identifying targets to work on.

Activities and school trips are available to all following the completion of a risk assessment. If additional support is needed then arrangements can be made for a member of school staff or a parent/carer to support the pupil, in addition to the required staff: pupil ratio. Where appropriate, a 'contract' may be entered into with the child, detailing expectations and appropriate responses, which would be visually supported.

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

Action relating to SEND support will follow an **assess, plan, do and review model**:

1. **Assess:** Data held by the school on a pupil will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. Parents/carers will be invited to this early discussion to support in identifying actions to improve outcomes.

2. **Plan:** If a review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including parents/carers, and the pupil, will be obtained. Appropriate evidence-based interventions will be identified, recorded and implemented by the class teacher along with advice from the SENDCO. This may form part of an IEP or SEND support plan.

3. **Do:** SEND support will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets. These will take into account parents'/carers' aspirations for their child and will be recorded. Parents/carers 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 to review.

4. **Review:** Progress towards these outcomes will be tracked and reviewed at least half termly with the parents/carers and the pupil, where appropriate.

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

If progress rates are still judged to be inadequate despite the delivery of high-quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parental permission has been obtained and may include a referral to:

1. Specialists in other schools e.g. teaching schools, special schools.
2. Speech and Language Therapy Service
3. Specialist teaching services
4. Educational Psychologist Service
5. School Nurse

In addition, 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 their families.

For a small percentage of pupils, whose needs are significant and complex, and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority for SEND intervention funding or to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided.

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

Transition from Pre-school to Reception

Our Reception teachers visit new starters in their pre-school settings during the summer term, where they have an opportunity to talk to the child's 'key worker', as well as spend time with them in their familiar setting. For pupils who need extra support with transition, the teacher(s) may visit more than once.

The preschool settings ordinarily provide the teachers with 'transition summaries' which detail children's attainment and progress, which may highlight any early concerns.

The Reception team invite parents in for 'Stay and Play' sessions towards the end of the Summer term and at the start of the Autumn term, as well as a Welcome Evening to share information about the school and introduce key people, including the SENDCO.

All children start school part-time initially, which can be extended for those who need extra support during the transition.

Transition from Reception to Year 1

- Reception children encounter other members of teaching staff throughout the school, from their first week. Shared assemblies, including our "All Stars" weekly celebration, provide an opportunity to familiarise themselves with newer faces.
- Our staff work closely with one another, sharing information, resources and strategies.
- Due to the layout of the building, Reception children will experience most areas of the school before they complete their school year.
- Transfer/handover sessions between the Reception and Year One teachers are fulfilled.
- Children visit their new class and teacher on several occasions.
- Year One staff, having experience of the Foundation Stage curriculum, are knowledgeable about the difficulties which occasionally arise from the change in structure and routines, and they therefore make provision for this.
- Any children needing extra support with transition will be supported with opportunities to talk through their concerns. Transition booklets and 'social stories' can also be used to familiarise the child with aspects of the change they feel confused or concerned about.
- Please also see our **Transition Policy**.

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

Transition from one class to the next

- Most children are well acquainted with their new teacher(s) before they transition to a new class.
- Transfer/handover sessions occur between the current and future teachers to share relevant information.
- Children visit their new class and teacher on several occasions.
- Extra provision is made for children who struggle with change. This may include additional visits and emotional support.
- Specific information, with regard to children with SEND, is shared with the new teacher following on from the standard SEND review procedures.
- Transition booklets can also be used to familiarise the child with aspects of the change they feel confused or concerned about.

Transition to Thorpe Acre Junior School

- Children visit the Junior School (situated next door) to meet their new teacher and see their new classroom. Members of teaching staff from the Junior School come and visit the children whilst they are in the Year 2 setting.
- SEND information is shared with the Junior School SENDCO and Senior Leadership Team.
- A transfer review will be held for any child with an EHCP during Year 2.

Any children needing extra support with the change will be supported with opportunities to talk through their concerns. Transition booklets can also be used to familiarise the child with aspects of the change they feel confused or concerned about and extra visits can be arranged.

What is your approach to teaching pupils with SEND?

We aim for all the children at Thorpe Acre Infant School to receive 'Quality First Teaching'. This is defined in our SEND policy as:

Quality First Teaching

The teacher has the highest possible expectation for children in their class and all teaching is based upon building upon what a child already knows, can do and understand. All teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from Learning Support Assistants (LSAs) or specialist staff. If any member of staff working with a child identifies that they have difficulties in particular areas, that they find it harder than their peers to gain skills or knowledge, or that they are not making the progress that is expected, they will bring this to the attention of the class teacher in the first instance.

We believe high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have been identified as having gaps in their understanding/learning.

We use a variety of monitoring methods to promote Quality First Teaching:

- Lesson visits
- Work scrutiny
- Planning scrutiny
- Skills audits
- Moderation
- Pupil progress meetings
- Learning walks
- Performance Management meetings

If concerns persist the next step is a Graduated Approach with Four Stages; Assess, Plan, Do, Review. This is defined in our SEND policy as:

The Graduated Approach *The process for implementing SEND support is in four stages (Refer P86, 100 SEND Code of Practice)*

Assess

We will gather information about the child's well-being, previous progress, motivation, attainment and learning from everyone involved with the child. This gives us an accurate picture of the child's needs. This usually includes the child, teacher(s), SENDCO, parents/carers and any outside agencies (Health, Social and Educational).

Plan

Personalised SEND records will be kept to outline children's starting points, needs and development. This may include, for example, targets drawn from a speech and language plan, small steps tracker for English and Boxall profiles for SEMH. An Individual Education Plan (IEP) may be written to outline what will be put in place to achieve specific targets or outcomes. A SEND support plan may also be written to outline what has been put in place to achieve these outcomes.

Records may include:

- Interventions/strategies that will be used to achieve specific targets and how they will be delivered;
- Details of any focussed support from a teacher/learning support assistant;
- Resources deployed, used to ensure the child has access to the curriculum;
- Suggestions about how the parent/carer and/or pupil can contribute to their targets.

Do

Personalised records are working documents to be used by all those supporting the child. The class teacher remains responsible for the child's progress and works closely with any learning support assistants or specialist staff to plan and assess the impact of support and interventions and how they link to classroom teaching. Adjustments and annotations will be made to the trackers, IEPs and SEND support plan to reflect progress. If the child's class teacher has any concerns that the plan is not effective, they will discuss this with the SENDCO and seek further advice.

Review

The effectiveness of the support and interventions will be reviewed at least half-termly. The impact and quality of the support will be measured and evaluated and the views of the pupil and their parents/carers will be sought. This will inform next steps. The class teacher, working alongside the SENDCO will revise the support in light of the pupil's progress and development. A decision will be made about any necessary changes in consultation with the parents/carers and pupil and the IEPs may be updated to enable the child to achieve their next steps in learning.

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

Curriculum / Learning Environment

- All children have access to a variety of practical resources such as pen/pencil grips, concentration aids and visual prompts, such as word mats and phonic friezes, on desks and classroom walls. Letter formation and orientation supports are available. Mnemonics are taught to support spelling. Additional aids such as writing slopes and spellcheckers can be made available as necessary. Alternative forms of recording are encouraged such as mind maps, oral presentations and Information Technology (IT). Multi-sensory activities are included in lessons.
- Numicon (a support tool for Maths and understanding of number) is available throughout school. The use of other practical equipment such as bead strings, weighing/balance scales are used to support learning. Visual support is also available through the use of number lines, number squares and formation/orientation reminders.
- Structured and predictable classroom routines are supported with visuals, enabling changes to be catered for. Personalised visuals may be used to support a child's understanding of key transitions, for example. Timers/spot timers can support children with their understanding of the length of a task.
- A range of groupings, including talk partners, mixed ability groups, independent and supported work, allow for differing learning styles. Clear, simple language is used in instructions and is supported with visuals. Additional time is allowed for recording and for formulating an answer to a spoken question. Tasks and instructions are divided into manageable steps where necessary. Flexible timetabling can be arranged according to need. This may include regular breaks.
- When necessary, Learning Support Assistants work with small groups or individuals, within, and outside of the classroom environment, for example: a physical activity outside incorporating number recognition.
- Teachers will adapt activities to cater for individual needs and where necessary a personalised curriculum may be provided.
- We are proud to include outdoor learning using our forest area in the curriculum. It provides a great opportunity to explore speech and language, resilience and self-esteem in an alternative learning environment to the classroom setting.

Accessibility to the Learning Environment

When a child starts at our school, any concerns around their ability to access the site, educational provision or learning, are discussed with the child, their parents/carers, teachers and other relevant professionals. Facilities currently in place are:

- The main building is accessible through the main entrance (steps), ramped double doors at the hall or through the classroom doors at the rear of the school (ramped pathways).
- We have accessible toilets on the ground floor.
- Hand-rails are installed to aid entrance in and out of school.
- The dining room is accessible on the ground floor via ramps and a path.
- There is a separate medical room (not accessible for wheelchair users)
- There is a disabled toilet facility (not accessible for wheelchair users). We have a shower on site and can arrange for changing facilities.
- There are designated parking spaces in the drop-off zone outside the main school reception and a disabled parking bay.

It should be noted, however, that the school does have a number of sets of stairs internally, due to the age and terrain of the school and the site. Please contact the school if you have any concerns.

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

As part of Quality First Teaching, Thorpe Acre Infant School operates the following training programmes:

- The SENDCo, Teachers and Learning Support Staff attend training and disseminate information to the rest of the school staff.
- The SENDCo attends SENCO-Net meetings to be updated on important national and local initiatives and to provide an opportunity for SENCOs to share good practice.
- The Senior Leadership Team (SLT) ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.
- Further CPD and training may be accessed from an Outreach Worker from Ashmount and Oakfield Special School who can offer specialist advice, strategies, observation and guidance.
- The school is committed to providing staff with training opportunities to keep abreast of new developments and initiatives alongside longstanding successful ones. Skills audits are carried out during the academic year to allow training needs to be identified. Training will also be provided to meet with current need.

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

If a child is identified as having SEND, a range of provision will be offered as appropriate such as class support, adapted learning, targeted intervention and additional support in areas such as reading, writing, spelling, maths, speech and language, and social skills. Where appropriate, children may also have a small steps tracker to track every step of progress they make, or an individualised curriculum which is planned using "b-squared."

Working documents such as IEPs may be set up to target the individual needs of a specific pupil. This will present specific targets for the child to work towards. Children will receive individualised support from the class teacher, LSA or SENDCo. This will be reviewed at least half-termly. Parents and carers will be informed of their child's progress and informed of their new targets.

If a child has an EHCP, we will put provision in place as outlined in that plan and follow advice from specialist agencies.

Class teachers, working alongside the SENDCo, SLT and Executive Headteacher monitor pupils' progress regularly. We do this for all pupils in school, not just those pupils identified as having SEND. However, we do specifically monitor the progress of SEND children to ensure they are making good or better progress.

All of our intervention programmes and their impact are monitored by the SENDCO and SLT and the data is analysed at least half termly.

Following this analysis, if we feel that the impact on learning is insufficient, we will seek advice from external agencies in order to find the best intervention or programme of support for the child. Parents/carers are kept informed at every stage of this process.

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

Where children are identified as needing SEND support, parents/carers will be notified and a Pupil Profile may be written to outline and enable appropriate support for the child's needs. This support may be specific resources, such as visuals, timers or concentration aids, or through an intervention programme. Parents/carers will be informed if such an intervention has been identified as helpful or needed for their child. Interventions are reviewed regularly to ensure their effectiveness and that sufficient progress is being made. Support can also be put in place for social skills in the form of adult guided and structured game playing, and aided negotiation and mediation sessions to build necessary skills.

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

The SEND budget is allocated each financial year. Then, according to need, this money is used to provide additional resources or classroom support. The class teacher, Executive Headteacher and SENDCO monitor and discuss cases of individual need and appropriate levels of additional support. These children will have been identified through the school's assessment procedures and in termly Pupil Progress Meetings between the class teacher and Deputy Headteacher. Such additional provision may include focused small group work, and, on occasion, 1:1 support. Parents/carers will be informed if this is the case for their child.

If greater concern arises following a pupil progress meeting, or analysis of assessment data, additional provision may be allocated accordingly. It is possible, in certain circumstances, for an application to be made for intervention funding, if a specific case means the cost of additional support has exceeded the threshold available to school.

Some pupils with an EHCP, at the discretion of the Local Authority (LA), will be allocated a personal budget. A SEND personal budget is a sum of money made available by the LA because it would not be possible to meet the child's learning needs from the high needs funding available to schools. It can be used to arrange and pay for some of the support agreed in the child's Education, Health and Care Plan. The amount that is allocated depends upon the needs and outcomes identified in the plan, and can be revised if needs change.

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

All school trips, residential stays and clubs are available to pupils with SEND, following, where necessary, a full risk assessment. If additional support is needed then arrangements can be put in place for an LSA, parent or carer to support in addition to the standard staff: pupil ratio. We will work with parents/carers to address any anxieties and make every effort to support the pupil.

We offer outdoor learning. Following a risk assessment to identify any access barriers, all children are included in the positive experience within this alternative learning environment.

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

We believe that being happy at school is paramount and therefore we regularly monitor the well-being of our pupils. Staff share concerns responsibly and are mindful of children with needs.

- Our **Child Protection and Safeguarding Policy** is reviewed regularly and all staff are made aware of their role and responsibilities in keeping children safe.
- We work hard to develop positive and trusting relationships with parents/carers so that we can work together to help pupils.
- We work closely with carers and social services key workers in the event of a Looked After Child needing emotional support.
- Our Quality First Teaching aims to develop resilience through developing children's awareness of character. We encourage independent learning and provide specific reward and praise to build self-esteem through our five All Star values celebrated weekly in an achievement assembly.
- School follows the Cambridgeshire scheme of work for PSHE.
- We provide support through the use of visuals and social stories.
- We carefully track attendance, punctuality and behaviour to identify potential need and thereby enable early intervention. We use the Boxall Profile materials to help recognise key areas for development and to structure intervention.
- In more complex cases an external professional may make a referral to Child and Adolescent Mental Health Services (CAMHS).
- 'Zones of regulation' have been introduced into each classroom.
- We have a school ELSA- Emotional Literacy Support Assistant who can offer individual as well as group support, as well as a Mental Health Lead.

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

Our school currently works with a number of external agencies for advice, guidance, support and assessment. External agencies are contacted following parental permission. We may liaise with:

- Ashmount and Oakfield Special School Outreach service
- The BeSkilled collaborative
- Educational Psychologists
- The Speech and Language Therapy Service
- The School Nurse
- Child and Adolescent Mental Health Service (CAMHS)
- The child's GP
- Paediatricians
- Occupational Health Therapists
- SENA (Special Educational Needs Authority)
- The Children and Family Wellbeing Service
- Social Care/First Response Team
- The Inclusion team
- The Early Years Support Team
- Inclusion forums
- Specialist teaching service which includes:
 - Hearing Support Team
 - Vision Support Team
 - Assistive Technology for Education Support Team
 - Autism Outreach Team
 - Learning Support Team

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

All staff at Thorpe Acre Infant School work hard to ensure that all children in our care receive the best education possible and are happy and healthy in school. We work hard to build and maintain positive relationships with parents/carers. If however, parents/carers have concerns the first step would be to approach the class teacher.

1. We operate an 'open-door' policy and Class Teachers will be happy to discuss any concerns parents/carers may have at a mutually convenient time. Class Teachers can be approached directly to arrange an appointment or a request for an appointment can be made to admin staff in the school office. This does not include the opportunities parents/carers have during the twice yearly Parents' Evening appointment.

The Class Teachers are:

- Squirrel Class- Mrs Taylor and Miss Bowman
- Badger Class – Miss Hassan
- Fox Class – Mrs Wilkinson
- Owl class- Mrs Fairbrother

2. If you wish to take a concern further, please contact with Ms Beaumont (Executive Headteacher) or Mrs Taylor (Deputy Headteacher). It would also be possible to arrange a meeting to include Miss Bowman, SENDCO.
3. The current SEND governor is Mrs A Bademosi and contact can be made with her either by letter or through the school office.

4. SENDIASS (Special Educational Needs and Disability Information Advice and Support Service, formerly known as The Parent Partnership) is an impartial service which can be approached to offer help and guidance with regard to any SEND issue.

Telephone: 0116 305 5614

Monday-Friday 9am-3pm

Email: sendiass@leics.gov.uk

Support with the code of practice, frequently asked questions, jargon-busting and the appeal process can be found at the Independent Provider of Special Education Advice (IPSEA) at <http://www.ipsea.org.uk>

The school Complaints Policy (2014) is accessible from the school website, or a

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

Leicestershire's Local Authority's Local Offer is available at

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/about-the-local-offer>

Where to start with SEND



Information about what the Local Offer is and how you can get involved.

 [Leicestershire Local Offer](#) 

[The Information and support directory](#) >

[Parent Carer Forum](#) >

[Inclusion Service](#) >

What is the Local Offer >

The Leicestershire Local Offer gives children and young people with special educational needs or disabilities (SEND) and their families information about help and services in Leicestershire.

SEND jargon buster >

Find explanations for some commonly used words and abbreviations that you might hear when looking into support for your child with special educational needs and disabilities.

Our Local Offer team and how they can help you >

In response to what young people and families have told us, we have developed a series of short videos of professionals talking about their roles.

Get help with your child's progress >

We know it might feel uncertain and daunting when beginning to explore support for your child. However, if your child isn't progressing as well as they should, is having difficulty at nursery, school or college, or has a disability, they can get extra help.

Disabled Children's Register >

The Disabled Children and Young People's Register is a secure database which aims to capture information about all



- SENDIASS (Special Educational Needs and Disability Information Advice and Support Service, formerly known as The Parent Partnership) is an impartial service which can be approached to offer help and guidance with regard to any SEND issue. Telephone: 0116 305 5614 Monday to Friday 9am-3pm. Email: sendiass@leics.gov.uk
- Details of local groups run by SENDIASS are available on the SEND noticeboard in reception and on our website.
- Support with the code of practice, frequently asked questions, jargon-busting and the appeal process can be found at the Independent Provider of Special Education Advice (IPSEA) at <http://www.ipsea.org.uk>

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

Information about the Local Authority's Local Offer can be found at the following link: <http://leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

Our school's SEND information is published on our website at <http://www.tais.leics.sch.uk/> along with our SEND policy.

We are happy to help parents/carers to access the Authority's Local Offer through the school internet facilities. Alternatively, parents/carers can make direct contact with the Authority through the Leicestershire Family Information Service.

Contact telephone: 0116 305 6545

Contact email: family@leics.gov.uk