



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

Thorpe Acre Infant (TAI) School is very 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. To this end we work closely with:

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

...before the child actually starts with us.

Once a part of our school, children's progress is monitored very carefully. A child may be identified, as a result of:

- performing 'below age-related' expectations or where limited progress is being made - 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;
- concerns raised by teachers, where, for example, behaviour or self-esteem is affecting performance;
- liaison with external agencies;
- 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 your 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, 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- show emotional difficulties such as withdrawn or challenging behaviour;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)

School has a **Provision Map**, that maps provision based on the SEND cohort. It details the extra intervention programmes we are able to 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, should you require it.

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 their education, (including school trips and physical education). With regards to the latter, reference to our **Accessibility Plan** may be of interest and help.

With a view to transition from Year 2, similar information - relating to the SEND offer and provision at our neighbouring Junior school - can be found on the Thorpe Acre Junior website.

Having shared any concern(s) verbally, and/or if mediation and communication between school and home breaks down, parents/carers may still wish to express a concern. In this instance, school's **Complaints Policy** can be sought on our website.

The school's record keeping is in line with the requirements of the updated 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](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

What are the arrangements for consulting parents/carers of SEND pupils about, and involving 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?

Thorpe Acre works hard to develop effective home/ school partnership.

- Teachers encourage parents to let them know of any concerns or issues raised at home that may affect your 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 you to meet with them for an informal chat, update or to share information.
- Official parents' evening appointments are extended for parents of children with SEND so that there is enough time to dedicate to informing parents about the progress their children are making in their intervention groups. The SENDCO is also included in these appointments.
- Parents are invited to attend meetings on the occasion of a relevant outside professional, such as the Educational Psychologist, reporting to school.
- Parents of children who have an EHCP are invited to review meetings conducted annually. 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 or 'drop in' or 'stay and play' sessions for parents throughout the school year. Details are advertised in the school newsletter and on our website. The sessions aim to provide useful opportunities for parents to learn more about how to support their children's learning. The school website can be found at <http://www.tais.leics.sch.uk>
- Thorpe Acre Infant School, via the website, can provide a link to educational programmes. This is another method for parents to work with their child at home.
- If a parent has a question or concern and wishes to speak to Miss Bowman, the SENDCO please call the office and all phone calls will be returned. We offer 'drop in sessions' on Tuesday mornings between 9 am-10am, which is when Miss Bowman, the SENDCO, is specifically available to talk to any parents who may have concerns or questions.
- Parents of children in the Foundation Stage are kept up to date with their child's learning in school, through an online learning journey called 'Tapestry'. Parents can see what their children have been learning during the day and 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 make an appointment.

What are the arrangements for consulting young people with Special Educational Needs or Disabilities about, and involving them in, their education?

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

- Our school staff work very closely with SEND children and have 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 a questionnaire to suit infant aged children to further 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 a completed risk assessment. If additional support is needed then arrangements can be put in place for a LSA, parent or carer, in addition to the standard staff: pupil ratio. Where appropriate, a 'contract' may be entered into with the child, detailing expectations and appropriate responses (this 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 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 always be invited to this early discussion to support the identification of action to improve outcomes.

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 SENDCO. This may form part of an IEP or SEND support plan.

3. **Do:** SEND support will be recorded and will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) 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.

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

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 always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Specialists in other schools e.g. teaching schools, special schools.

2. Speech and Language Therapy Service

3. Specialist teaching service:

- Autism outreach team and learning support team

- Inclusion service: Hearing support team, Vision support team, Assistive technology for education support team

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 very 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 to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan 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 EYFS teachers visit new starters in their pre-school settings during the summer term, where they have an opportunity to talk to the children's 'key workers', as well as spend time with them in their familiar settings. For pupils who need extra support with the transition, the EYFS 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 EYFS team invite parents in for 'play and stay' sessions 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 school SENDCO.

All of the children start school part-time to begin with, 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 familiarize themselves with newer faces.
- As a small infant school, 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 EYFS and Year One teachers are fulfilled.
- Children visit their new class and teacher on several occasions.
- Year One staff, having experience of Foundation Stage curriculum, are knowledgeable about the difficulties which occasionally arise from the change in structure and routines, making provision for this.
- Any children needing extra support with the change will be supported with opportunities to talk through their concerns. Transition booklets and 'social stories' can also be used to familiarize the child with aspects of the change they feel confused or concerned about.

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

- As previously stated, due to the small nature of our school most children are well acquainted with their new teacher(s) before they transition into 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 with increased 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 familiarize the child with aspects of the change they feel confused or concerned about.

Transition to 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 management team.
- A transfer review will be held for any child with an EHCP during their last year with us.

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 familiarize the child with aspects of the change they feel confused or concerned about and extra visits arranged.

What is your approach to teaching pupils with SEND?

All the children at Thorpe Acre Infants, will receive 'Quality First Teaching'. This is described 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 teaching assistants 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 initially of the class teacher.

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.

School uses a variety of monitoring methods to promote and ensure Quality First Teaching.

- Lesson observations
- 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 described 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, to give 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 point, 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 IEP (individual education plan) 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.

The 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/teaching assistant;
- Resources deployed, used to ensure the child has access to the curriculum;
- Suggestions about how the parent 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 teaching 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, IEP'S and SEND support plan to reflect progress. If the child's class teacher has any concerns that the plan is not sufficiently 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 as well as the views of the pupil and their parents will be sought. This will inform our next steps. The class teacher working with the SENDCO will revise the support in light of the pupils' progress and development. A decision will be made about any necessary changes in consultation with the parent and pupil and the IEP'S 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, if needed, can have access to a variety of practical resources such as pen/pencil grips, coloured overlays, highlighters 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 are available as necessary. Alternative forms of recording are encouraged such as mind maps, oral presentations and ICT. 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 is used to support learning. Visual support is also available in 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. Individual visuals may be used to support a child's understanding of key transitions for example. As well as timers to support with their understanding of the length of a task.
- A range of groupings, including talk partners, mixed ability groups, independent and supported work allows for differing learning styles. Clear, simple language is used in instructions and is supported with visuals. Additional time is allowed for recording and for thinking of an answer to a spoken question. Tasks and instructions are divided into manageable steps where necessary. Flexible timetabling can be arranged according to need, which may include regular breaks.
- When necessary, learning support assistants can work with small groups or individuals, within, and outside of the classroom environment (eg a physical activity outside incorporating number recognition or Write Dance).
- Teachers will differentiate activities to cater to individual needs and when necessary a personalised curriculum may be provided.
- We are proud to include the **Forest Schools initiative** in our curriculum. It is 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, 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 surrounding path.
- There is a separate medical room
- There is a disabled toilet facility. 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.

It should be noted, however, that the school does have a number of small sets of stairs internally, in part, due to the age and terrain of the school. 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 operates the following training programmes:

- SENCO/Teachers/Learning Support Staff attend training and disseminate to the rest of the school.
- SENCO 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 Loughborough Learning Alliance subject leader meetings also provide the opportunity to update and develop the role and share good practice.
- The Senior Leadership Team 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 Special School who attends school and 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 and 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. Staff expertise includes training in the Fisher Family Trust Intervention, 'Write Dance' for Gross Motor/Fine Motor skills/formation, Forest Schools, basic Makaton Training, Autism Awareness, Attachment Disorder, Talk Boost/Neli and First Aid.

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

If your child is identified as having SEND, a range of provision will be offered as appropriate such as class support, differentiated learning, targeted intervention, 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.

Working documents such as IEP's (Individual education plan) 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 by either 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 your child has an EHCP we will put provision in place as outlined in that plan and follow advice from specialist agencies.

Class teachers, working with the SENDCo, SLT and Headteacher will 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/ SLT and the data is analysed at least half termly.

If school judges 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 your child. As parents you will be 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 will be notified and a Pupil Profile may be written to start to outline and enable appropriate support for the child's needs. This support may be specific resources (such as visuals, timers, fidget toys etc..) or it may be through an intervention programme. You will be informed if such an intervention has been identified as helpful or needed for your child. These programmes may include Speech and language sessions, Precision teaching, The Fisher Family Trust for basic literacy skills, Talk boost/Neli or Write Dance for formation. Such 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/structured game playing, aided negotiation/mediation 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, Head Teacher 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 Head Teacher. 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 your child.

If greater concern arises, following on from a pupil progress meeting, or 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 £10,000 threshold available to school.

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

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

School trips, residential stays and clubs are all 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 a TA or LSA, parent or carer in addition to the standard staff: pupil ratio. Where required, we will work with parents/carers to address any anxieties and make every effort to familiarise them beforehand.

We are lucky to have a member of staff trained in the Forest Schools Initiative. Following on from a risk assessment, identifying 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 crucial and therefore we regularly monitor the well-being of our pupils. As a small, close-knit staff we share concerns responsibly and are mindful of children with need.

- Our safe-guarding policy is reviewed regularly and all staff are made aware of their responsibilities and role in keeping our children safe.
- Our school works hard to develop positive and trusting relationships with parents/carers so that we can work together to help our pupils.
- We work closely with carer/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 'Stars' and linked weekly to an achievement assembly.
- In terms of social and emotional aspects of learning, school is following the Cambridgeshire model/ scheme for PSHE – currently acknowledged as the recommended approach to quality provision for this aspect of the curriculum.
- We provide support through the use of visuals and social stories.
- We carefully track attendance, punctuality and behaviour to identify potential need and thereby intervene early. We use the Boxall Profile materials to help recognise key areas for development and to structure intervention.
- In more complex cases a referral to CAMHS is possible.

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. Such external bodies would only be contacted with parental permission. Support from the Local Authority is undergoing a period of great change however we work, or liaise, with:

- The Loughborough Learning Alliance with parental permission (LLA, family of schools)
- Ashmount Special School Outreach
- Educational Psychologist (through the LLA)
- Speech and Language Therapy Service
- School Nurse
- Child and Adolescent Mental Health Service
- Autism Outreach Service
- Local GPs
- Paediatricians, Loughborough Hospital
- Occupational Health Therapists
- SENA (Special Educational Needs Authority)
- Hearing support team
- Autism outreach team and learning support team
- Vision support team
- Assistive technology for Education support team
- Children and Family wellbeing service
- Social Care/First Response Team
- Inclusion 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?

The teachers and Head Teacher at Thorpe Acre Infant School work hard to ensure that all children in our care receive a good education 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 teacher.

1. We operate an 'open-door' policy and class teachers will be happy to discuss any concerns you may have - you can either approach them directly to arrange an appointment, make contact by note or through the school office. This does not include the opportunities you have during a standard Parent's Evening appointment.

- Hedgehog Class – Mrs Page and Mrs Begum
- Squirrel Class- Miss Kerry
- Woodpecker Class – Miss Bowman
- Badger Class – Mrs Taylor
- Fox Class – Mrs Richards
- Owl Class- Miss Henson

2. If you wish to take a concern further, please feel free to make contact with Ms Beaumont (Interim Executive 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>

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.

Schools is happy to help you access the authority's Local Offer through the school internet facilities. Alternatively, you can make direct contact with the authority through the Leicestershire Family Information Service.

Contact telephone: 0116 305 6545

Contact email: family@leics.gov.uk