



Wolsey House Primary School

Together Everyone Achieves More.

Special Educational Needs and Disability Policy 2025-26

**Headteacher: Mr. Steven Powell**  
**SEND Governor: Mrs. Bhavini Raikundalia**

# Wolsey House Primary School

## Special Educational Needs and Disability Policy

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This policy, for supporting pupils with special educational needs and disability, has been devised with regard to the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) and has been written with reference to the following guidance and documents:

- Children Act 1989
- Data Protection Act 2018
- Education Act 1996
- School Standards and Framework Act 1998
- Education (Special Educational Needs) (Information) Regulations 1999
- Education Act 2002
- Mental Capacity Act 2005
- Education and Inspections Act 2006
- The Tribunals, Courts and Enforcement Act 2007
- Education (Special Educational Needs Coordinators) (England) Regulations 2008
- Tribunal Procedure (First-tier Tribunal) (Health, Education and Social Care Chamber) Rules 2008
- Education (Special Educational Needs Coordinators) (England) (Amendment) Regulations 2009
- Equality Act 2010
- Education Act 2011
- School Discipline (Pupils Exclusions and Reviews) (England) Regulations 2012
- Children and Families Act 2014
- Children and Families Act 2014 (Transitional and Saving Provisions)(No 2) Order 2014
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs (Local Offer) Regulations 2014
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

The following documentation is also related to this policy:

- Quality Standards for Special Educational Needs (SEN) Support and Outreach Services (DCSF)
- School Admissions Code (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Supporting Pupils at School with Medical Conditions: Statutory Guidance for Governing Bodies of Maintained Schools and Proprietors of Academies in England (DfE)
- The Statutory Framework for the Early Years Foundation Stage (DfE)
- Working Together to Safeguard Children (2013) (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Reasonable Adjustments for Disabled Pupils (2012) (Equality and Human Rights Commission)
- Supporting Pupils at School with Medical Conditions (2014) (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)
- Keeping Children Safe in Education (2022)

We are aware that the General Data Protection Regulations (GDPR) has entirely replaced the previous Data Protection Act (DPA) making changes to many existing data protection rules and regulations that schools, academies and other educational establishments adhered to under the DPA. The principal aim of the GDPR is to strengthen and unify the safety and security of all data held within an organisation.

This policy was created by the School's Special Educational Needs Coordinators, Mrs. Julie Cooper-Marsh, Miss Leanne Watts, and the SEND Governor, Mrs Bhavini Raikundalia in liaison with the SLT, all staff and parents of pupils with SEND.

Mrs Cooper-Marsh works on Mondays, Wednesdays, Thursdays and Fridays and can be contacted by:

- telephoning: 01162 667566 extension 5
- telephoning 07398694517
- emailing: [JCooper-Marsh@wolseyhouse.leicester.sch.uk](mailto:JCooper-Marsh@wolseyhouse.leicester.sch.uk)

Miss Watts

Miss Watts works on Tuesdays, Wednesdays and Thursdays and can be contacted by telephoning: 01162 667566 extension 5

- emailing [lwatts@wolseyhouse.leicester.sch.uk](mailto:lwatts@wolseyhouse.leicester.sch.uk)

**Note – Miss Watts goes on maternity leave from October half-term.**

Mrs Cooper-Marsh undertook the National Award for SEN (NASENCo award) in 2013-2014 and acquired the award in November 2014. She is the senior Assistant Headteacher and a member of the school's Senior Leadership Team (SLT) and a member of the school's Safeguarding Team.

Miss Watts undertook the National Award for SEN Coordination in 2021 -22 and acquired the award in July 2022 and a member of the school's Safeguarding Team.

This school provides a broad and balanced curriculum for all children. The Early Years Stage and National Curriculum are our starting points for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

We have a duty to provide appropriate SEN provision for children and young people in order to meet their needs. It is also our duty to 'make reasonable adjustments for disabled children and young people, to support medical conditions and to inform parents and young people if SEN provision is made for them.' We must ensure that under no circumstance will we directly or indirectly discriminate against, harass or victimise disabled children or young people.

We believe it is our responsibility to publish all details of the SEN provision that we have available in the Information Report and to work with the local authority in compiling and reviewing the Local Offer.

We believe that... 'Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

The Equalities Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equalities Act. We will assess each child as required, and try to ensure that disabled pupils can play as full a part as possible in school life, by making reasonable adjustments. However, there will be times when adjustments cannot be made because to do so would have a detrimental effect on other pupils and would therefore not be considered reasonable.

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

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

*a) have a significantly greater difficulty in learning than the majority of others of the same age; or*

*b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

*A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.*

*Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.*

The government has reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. A new SEND Code of Practice also accompanies this legislation.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

[www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway.

You can find out more details by visiting Leicester's SEND Local Offer website:

[Family Information | SEND Local Offer \(leicester.gov.uk\)](http://leicester.gov.uk)

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Leicester that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

**Mission Statement:**

***'Together Everyone Achieves More'***

**Wolsey House Primary School is an inclusive school where everyone is made to feel welcome. Our school vision sets out to ensure that all students EXPERIENCE high quality LEARNING experiences through which they are able to ACHIEVE their full potential. Our inclusive ethos aims to encourage all pupils to be actively involved in their own learning. This involves valuing all pupils and staff equally and reducing barriers to learning and participation.**

**1. Aims and objectives 'Every Teacher is a Teacher of SEND'.**

**Aims:**

- To provide a happy, caring, supportive community where every child is encouraged to achieve their potential and have full access to a broad and balanced curriculum, which is differentiated to the needs and ability of the individual, in line with the Special Educational Needs Code of Practice
- To create an environment that meets the special educational needs of each child
- To identify and provide early and effective support in overcoming the barriers to learning and social and emotional wellbeing for children with SEND
- To be sympathetic to each child's needs by providing a strong partnership between pupils, parents/carers, Governors, Local Authority and outside agencies by making clear the expectations of all partners in the process
- To identify the roles and responsibilities of staff in providing for children's special educational needs
- To ensure all pupils take a full and active part in school life
- To reduce the impact of child poverty and deprivation on learning and wellbeing by helping pupils to develop the skills and attributes to access the curriculum, to improve their learning and fulfil their potential
- To ensure that our children have a voice in this process
- To ensure that there is effective communication between the school and parents/carers and that they are involved in the whole process
- To promote independence, equality and consideration for others.
- To ensure that we celebrate the wide range of our pupils' achievement
- To support all pupils to excel by offering multiple pathways for progression.

## **Objectives:**

- Teachers seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services (including early years settings) prior to the child's entry into the school. Where needs have not been previously identified staff have an obligation to report observations to the SENDCo.
- To monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the [*SENDCo, Senior Leadership Team and Head Teacher*] and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- To ensure that there is effective communication between the school and parents/carers. To work with them to parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- To work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Wolsey House Primary School receives further support from Special Education Needs and Disability Support Service (SENDSS), Leicester City Psychology Service, and Speech and Language Therapy.
- To create a school environment where pupils can contribute to their own learning by offering all students the opportunity to voice their own opinions. This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of pupils at pupil progress meetings. A sense of comradeship and team spirit is also encouraged through wider opportunities for participation in school life (e.g. membership of the School Council, affiliation with sports teams and other clubs).

It is our intent to provide every child with the best education possible. Our objective in setting out the school's SEND policy is to make everyone aware that we want all pupils to benefit as fully as possible from the education provided within the school.

We cater for pupils who experience difficulties in: -

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs

The school has full provision for pupils who are disabled.

## **2. Educational Inclusion**

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

provision, we respect the fact that children:

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

Teachers and teaching assistants respond to children's needs by:

- Providing support for children who need help with communication, language and literacy
- Planning to develop children's understanding through the use of all their senses and of varied experiences
- Planning for children's full participation in learning, and in physical and practical activities
- Helping children to manage their behaviour and to take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

### **Inclusion of pupils with SEND**

The SENDCo oversees the policy for Inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom and offsite provision.

The school will seek advice where appropriate around individual pupils, from external support services. Where a behavioural incident warrants exclusion the Headteacher and member(s) of SLT will consider the incident in line with the school's behaviour policy.

### **Reducing the Impact of Poverty and Disadvantage on Pupil Attainment**

We recognise that poverty is a barrier to educational achievement. Therefore we believe we have a duty to help reduce the impact of child poverty and deprivation on learning and wellbeing by helping pupils to learn better and to fulfil their potential.

*We know that 'there is a strong statistical link between poverty and low educational attainment. In general, pupils from poorer families are still far more likely to attain at lower levels than other pupils.'*

We will work hard to improve pupils' learning and wellbeing by taking a whole school approach to *'using a variety of strategies to engage learners to boost their self-esteem and achievement'* and to encourage the *'local community to be at the heart of the school and the school to be at the heart of the community.'*

### **3. Responsibility for the coordination of SEND provision**

The person responsible for overseeing the provision for children with SEND is Mr. Steven Powell (Headteacher).

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure that the daily management of SEND provision is effective;
- work closely with the SENDCo, the link governor and the teaching and support staff;
- keep the Governing Body informed of all matters relating to its responsibilities for the provision of SEND;
- ensure that all relevant school personnel receive the appropriate information regarding the special needs provision for pupils with SEND;
- inform parents when SEND provision has been made for their child;
- be responsible for supervising the statutory assessment, statementing and annual review process for pupils with SEND;
- ensure all pupil records are sent to and received by schools that pupils with SEND transfer to;
- monitor the quality of teaching for pupils with SEND;
- monitor the progress made by pupils with SEND;
- agree with the Local Authority the school's arrangements for assessing and identifying pupils as having SEND as part of the Local Offer;
- publish SEND information report on the school's website updating stakeholders of how the school's offer is administered;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by checking to see if:
  - pupils with SEND are making sufficient progress appropriate to their ability
  - school personnel have high expectations of pupils with SEND
  - appropriate provision is in place
  - differentiation is put into practice
  - the pupil tracking system is effective
- annually report to the Governing Body on the success and development of this policy.

The persons coordinating the day to day provision of education for pupils with SEN are Mrs Julie Cooper-Marsh. (SENDCo) and Miss Leanne Watts (Assistant SENDCo)

The SENDCos will:

- have the 'National Award for Special Educational Needs Co-ordination' qualification or relevant experience;
- ensure the detailed implementation of support for children with SEND;
- ensure the implementation of this policy;
- ensure all school personnel understand their responsibilities to children with SEND;
- work with the Headteacher to oversee the day to day provision for pupils with SEND within the school including those with education, health and care (EHC) plans;
- ask the Local Authority, if necessary, to conduct an education, health and care needs assessment for a child with the parents' permission;
- identify the barriers to learning and what special educational needs provision that a pupil requires;

- provide advice and teaching strategies to teachers and support staff;
- inform parents of their child's special educational needs;
- provide awareness training for parents;
- arrange meetings for parents with the school nurse, external support teachers or the educational psychologist;
- organise in-house and external support for a pupil with SEND;
- monitor this support;
- keep parents up to date with the special educational needs provision for their child;
- ensure pupils with SEND have full access to the curriculum;
- ensure pupils with SEND are included in all school activities and events;
- ensure pupils with SEND take part in extra-curricular activities;
- arrange for key workers to be allocated to pupils with SEND so that pupils can talk about any difficulties or concerns that they may have;
- lead the development of SEND throughout the school;
- arrange in-service training for school personnel and governors;
- help select, train, organise and manage a team of learning support assistants (LSAs);
- prepare and keep up to date SEND Support Plans
- undertake classroom observations;
- ensure differentiated teaching methods are being used;
- track the progress of children with SEND;
- maintain records of all children with SEND;
- use provision maps to give an overview of programmes and interventions that have been used with different groups of pupils and to monitor the levels of intervention;
- keep up to date with new developments and resources;
- make effective use of relevant research and information to improve this policy;
- liaise with parents;
- organise annual reviews;
- meet with outside agencies;
- work with feeder or transition schools before a child moves into another setting to plan and prepare for transition;
- provide information for the SEN Information Report;
- review and monitor;
- annually report to the Governing Body on the success and development of SEND.

The named governor is Bhavini Raikundalia Shee ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

The Governing Body has:

- appointed a member of staff to be the Special Needs Coordinator;
- responsibility for ensuring the Special Needs Coordinator will hold a 'National Award in Special Educational Needs Co-ordination';
- responsibility for ensuring the Special Needs Coordinator is allocated time to undertake the demanding role of SENCO;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- to ensure that provision of special educational needs is of a high standard;
- responsibility for ensuring pupils with SEND have access to all activities;

- responsibility for ensuring pupils with SEND have access to all school facilities;
- due regard to comply with the SEN Code of Practice when undertaking its responsibilities;
- responsibility for having in place an admissions policy;
- responsibility for admitting any child whose statement names the school;
- responsibility for publishing a SEN information report;
- responsibility for having in place an accessibility plan outlining what improvements need to be made to the school facilities so that disabled pupils can access the curriculum;
- responsibility for regularly reviewing funding for resources;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- make effective use of relevant research and information to improve this policy;
- the responsibility of involving the School Council in:
  - determining this policy with the Governing Body;
  - discussing improvements to this policy during the school year;
  - organising surveys to gauge the thoughts of all pupils;
  - reviewing the effectiveness of this policy with the Governing Body.
- nominated a link governor to:
  - visit the school regularly;
  - work closely with the Headteacher and the SENCO;
  - ensure this policy and other linked policies are up to date;
  - ensure that everyone connected with the school is aware of this policy;
  - attend training related to this policy;
  - report to the Governing Body every term;
  - annually report to the Governing Body on the success and development of this policy.
- responsibility for the effective implementation, monitoring and evaluation of this policy.

### **Allocation of Resources**

The SENDCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The Headteacher and the SENDCO meet annually to agree on how to use funds directly related to statements. The SENDCO draws up the resources bid when the school is planning for the next School Improvement Plan.

#### **4. Admission arrangements**

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

Where appropriate upon transition; children with identified needs will be supported through liaison meetings with parents, key staff from both settings and support agencies. An individual plan of action to aid transition will be offered.

#### **5. Facilities for pupils with SEND**

Wolsey House Primary School's site building regulations comply with all relevant accessibility requirements. The building provides wheelchair access and a disabled toilet. See Health and Safety Policy. See Disability and Accessibility Plan.

#### **6. Allocation of resources for pupils with SEN**

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. (9 hours of support per identified pupil) Some pupils with SEND may access additional funding.

A number of SEND pupils may also receive intervention funded by Pupil Premium allocation depending on the nature of the programme(s) offered.

#### **7. Identification of pupils needs**

##### **Identification:**

See definition of **Special Educational Needs** at start of policy.

All children are assessed when they enter our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children. There is an emphasis on the early identification, assessment and provision for any child who may have special educational needs. The following strategies and assessments are used to ensure this early identification.

##### **In-School Assessment Procedures:-**

- Baseline assessments in reception.
- Year Group Internal Assessments
- The British Picture Vocabulary Scale (BPVS)
- Meeting Individual Needs Documents. (MIN)
- Dyslexia Portfolio
- Phonics screening
- Termly SDQs

- Marks NTS Assessments – Year 1 -6

From teacher and teaching assistant observation if we observe that a child is not making the expected progress despite Quality First teaching and that the child is working significantly below the age related expectations for the year group (2 years below)

For children who are working at less than 2 years below the following is put in place:

- Early Monitoring system
- ,Class intervention e.g. CatchUp Literacy, Rising Stars interventions, Daily Reading (Reading Records are colour coded and children who read daily are coded red), Phonic interventions, Lexia

### **SEN Support:**

Where it is determined that a pupil does have SEND, parents will be formally advised of this before inclusion of the individual on the School SEND Register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part graduated approach indicated below:

- Assess
- Plan
- Do
- Review

This an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

In identifying a child as needing SEN support the class teacher, working with the SENDCo should carry out a clear analysis of the pupil's needs. This should draw on assessments, teacher observations; details of previous progress and attainment; comparisons with peers and national data; as well as the views and experience of parents. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are develop and as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

When it is decided to provide a pupil with SEN support, parents will be informed in writing. Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### **Do**

The class and set teachers remain responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

### **Review**

Reviewing pupil progress will be made at termly. The review process will evaluate the impact and quality of the support and interventions. The SENDCo will revise the support and in light of pupil progress and development; making any necessary amendments going forward, in consultation with parents and class teachers.

### **Referral for an Education, Health and Care Plan:**

If a pupil has significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review involving parents, SENDCo and the child's teachers.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and social

care about whether the pupil is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

[Family Information | SEND Local Offer \(leicester.gov.uk\)](https://www.leicester.gov.uk/family-information/send-local-offer/)

### **Education, Health and Care Plans (EHCP)**

- 1.** Following Statutory Assessment, an EHCP will be provided by Leicester City Council, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in school and parents will be involved developing and producing the plan.
- 2.** Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- 3.** Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The **Annual Personal Review** enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

An online link to the Leicester City SEND Local Offer can be found on the school website homepage.

For further information please contact the SENDCo.

### **8. Access to the curriculum, information and associated services**

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account with the wishes of parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the Family of Schools. Staff members are encouraged to attend voluntary twilight and Inset training to further develop skills and knowledge.

### **9. Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils during the academic year. Parents, staff and students are given an opportunity to evaluate the effectiveness of provision by means of a questionnaire.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. The school offers an *Open Door* policy where parents can access the SENDCo regularly without making an appointment. Further feedback from parents can be given at any time through email contact available on the school website.

A formal evaluation of the effectiveness of the school SEND provision and policy culminates in a SEND Report. The evaluation is carried out by the SENDCo in consultation with the Headteacher and SEND governor. Information is gathered from different sources such as pupil and parent surveys/ teacher and staff surveys/parents evenings/report feedback forms.

## **10. Complaints procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENDCo, who will be able to offer advice on formal procedures for complaint if necessary.

## **11. In-service training (CPD)**

We aim to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The school seeks the support of the Local Educational Psychology Service when a need for specialist training is identified. The Senior Leadership Team the relevance of specific training carefully and aim to meet the needs of staff dealing with specific SEND issues.

The SENDCos attends relevant SEND courses and update meetings. All Teaching Assistants are offered training opportunities through a range of local agencies.

We recognise the need to train all our staff on SEND issues. The SENDCos with the Senior Leadership Team ensures that training opportunities are matched to school development priorities laid out in The School Improvement Plan (SIP)

## **12. Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCo who will then inform the child's parents.

## **13. Working in partnerships with parents and pupils.**

**Wolsey House Primary School** believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEND to enable personal success.
- Parental views are considered and valued.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCo may also signpost parents of pupils with SEN to the local authority Independent Support Service, SENDIASS (formally Parent Partnership) where specific advice, guidance and support may be required.

<http://www.sendiassleicester.org.uk/>

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

In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stages recognises the importance of children developing social as well as educational skills.

Children are involved at an appropriate level in setting targets in their Assertive Mentoring files and in pupil progress meetings. Children are encouraged to make judgements about their own performance against their targets. We recognise success here as we do in any other aspect of school life.

#### **14. Links with other schools**

##### **Transition**

Where a student in Year 6 has a current statement or EHC plan annual reviews are completed in association with the child's named secondary provision.

Meetings are held with the SENDCos of our feeder secondary school to aid smooth transition. Visits are organised if the SENDCo, the parents and the feeder secondary school feel that it is appropriate.

#### **15. Links with other agencies and voluntary organisations**

**Wolsey House Primary School** invites and seeks advice and support from external agencies in the identification, assessment and provision of SEN. The SENDCos are the designated persons responsible for liaising with the following:

- Leicester City Education Psychology Service
- Early Years Support Team (EYST)
- Learning, Communication and Interactive Support Service. (LCIST)

- Primary Social, Emotional and Mental Health Team (PSEMHT)
- Speech and Language Team (SALT)
- Visual Impairment Team (VIT)
- Hearing Impairment Team (HIT)
- Community Paediatrics

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will be informed of any meetings or observations.

This policy will be reviewed annually by the SENDCos, Headteacher and SEND Governor.  
Next date for review – Autumn Term 2022.

**Signed**  **(Headteacher)**

Date: 01.09.25

**Signed :**



*Mrs. Julie Cooper-Marsh (SENDCo)*

Date : 01.09.25

**Signed**  **Miss Leanne Watts (SENDCo)**

Date 01.09.25

**Signed** Bhavini Raikundalia *Mrs Bhavini Raikundalia ( SEND Governor)*

Date 01.09.25



**Signed** \_\_\_\_\_ *Mr Matthew Peatfield (Chair of*  
**Governors)**

Date 01.09.24