Folville Junior School
SEND and Disability Policy

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1. Aims and objectives:

Our SEN policy aims to:

Set out how our school will support and make provision for pupils with special educational needs and Disability (SEND).

Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

- Provide pupils with SEND access to all aspects of school life, so they can engage in the activities of the school alongside pupils who do not have SEND.
- Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil.
- Demonstrate how the governing body ensures that appropriate provision will be made for all pupils including those with SEND.

2. Vision and Values:

At Folville Junior School we believe that all children are entitled to access a broad and balanced curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. We believe that every teacher is a teacher of every child or young person including those with SEND.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

We believe that all pupils should be able to achieve their full potential by:

- Accessing an appropriate curriculum that is broad and balanced alongside their peers, as far as

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is possible.

- Stimulating their curiosity, interest and enjoyment in their education.
- Enabling them to lead full and productive lives helping them to become valuable members of society, both now and in the future.
- Fulfilling their potential and enhancing their self-esteem.
- Making good progress towards their agreed targets.
- Focusing on outcomes, not just hours of provision/support.

3. Legislation and guidance:

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

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND.

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities

The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

The Governance Handbook, which sets out governors' responsibilities for pupils with SEND

The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and Equal opportunities:

At Folville we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

5.1 Special Educational Needs (SEN)

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty** or **disability** if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular areas (s) of need, at the relevant time.

Our school currently provides additional and/or different provision for a range of needs, including:

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

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Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

In practice, individual children may have needs across a number of areas and their needs may change over time.

6. Roles and responsibilities

6.1 The SENDCo

The SENDCo at Folville is Mrs. Nicola McGregor They will:

- Inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school

- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

- Make sure the school keeps its records of all pupils with SEND up to date and accurate

- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development

- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer

- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy

- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

Mrs. McGregor can be contacted either by telephoning the school number (0116) 2824368 or by email, nmcgregor@folville.leicester.sch.uk

They will:

- Co-ordinate the Interventions across the whole school and keep an Intervention map.

- Monitor the progress of existing interventions and establishing new interventions

- Provide training for TA's facilitating interventions and providing regular follow up meetings

- Ensuring that pupils with additional funding are receiving the intervention stated in their EHCP's.

- Liaising with the SENDCo, TA's and class teachers about how the skills learnt in interventions transition back into the classroom to support QFT.

- Liaising with subject leads and TLR's to ensure the interventions reflect the current needs within the school for all pupils not just SEND pupils.

Mrs. Westoby can be contacted either by telephoning the school number (0116) 2824368 or by email, vwestoby@folville.leicester.sch.uk

6.2 The Governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

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- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

6.3 The SEND link Governor

The SEND governor is Raj Gill- Harrison, she will:

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

6.4 The headteacher

The headteacher is Mrs Cooke, she

- Work with the SENDCo and SEND link governor to determine the strategic development of the SEND policy and provision within the school

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- Work with the SENDCo and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENDCo has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENDCo, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the SENDCo, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENDCo and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
    - Set clear outcomes and review progress towards them
    - Discuss the activities and support that will help achieve the set outcomes
    - Identify the responsibilities of the parent, the pupil and the school
    - Listen to the parents' concerns and agree their aspirations for the pupil

6.6 Parents

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Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupils' views will be considered in making decisions that affect them, whenever possible.

7. SEND information report

The school publishes a SEND information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will be built on previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress

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- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.
Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with adapted, high-quality teaching. This area of need is discussed with the Senior Leadership team and SENDCo at the termly cohort meetings. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEND
- They are known to external agencies
- They have an education, health and care plan (EHCP)

The school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

8.2 Consulting and involving pupils and parents

We will have an early discussion with the pupils and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

8.3 The graduated approach to SEN support

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Once a pupil has been identified as having SEND, we will take action to remove barriers to learning and put effective special educational provision in place. We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

8.31 Assess

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views

The school will seek advice from external support services, if relevant

The assessment will be reviewed regularly to make sure the support in place matches the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

8.32 Plan

In consultation with the parents and the pupil, the teacher and the SENDCo will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our shared drive and will be made accessible to staff in their individual support plan.

Parents will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

8.33 Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved. The Intervention Lead will support the class teacher to plan and assess the impact of support and interventions and how they can be linked to classroom teaching**.**

The SENDCo will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

8.34 Review

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The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher, SENDCo and Intervention Lead will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

8.4 Levels of support

8.41 School-based SEND provision

Pupils receiving SEND provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

8.42 Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

8.5 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Tracking pupils' progress, through the termly cohort meetings
- Carrying out the review stage of the graduated approach in every cycle of SEND support
- Using pupil questionnaires
- Monitoring by the SENDCo
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

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9. Expertise and training of staff

9.1 Expertise

Mrs. McGregor (SENDCo) has 11 years' experience in this role; she works 3 days a week to coordinate the SEND provision at Folville. Mrs McGregor has completed the National Award for SENDCo qualification and is currently undertaking the NPQ SENCo qualification.

Mr Ed Pickering (TLR Nurture lead) is overseeing the Nurture provision we run in years 5 & 6. He works in school fulltime as a year 6 teacher and has ½ a day a week to review the planning and delivery of the nurture provision.

9.2 Training

Training will regularly be provided to the teaching and support staff. The headteacher and the SENDCo will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

10. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- **LCI Team**- Learning, Communication and Interaction Team. This includes specialist support for pupils with ASD
- Community Pediatricians
- **SEMH Team**- Social, Emotional and Mental Health Team. This team supports pupils with specific needs including pupils with ADHD alongside pupils without diagnosis.
- **CAMHS**- Child and Adolescent Mental Health Services
- **OT-** Occupational Health Team
- **VS**- Visual Support Team
- **HS-** Hearing Support Team
- **Physiotherapist**
- **SALT**- Speech and Language Team
- **EP**- Educational Psychologist
- **SENDIASS-** independent service that offers free, confidential and impartial information, advice
- and support to parents.
  School Nurse
- **Diabetic Nurse**
- **LAC team-** working with Looked after Children.
- **Social Care team**
-

11. Admission and accessibility arrangements

11.1 Admission arrangements

At Folville Junior School we recognise that transitions can be difficult for a child with SEND, we take steps to ensure that any transition is as smooth as possible. We have forged good relationships with all our feeder schools, and secondary schools in Leicester. Our admissions policy can be found on our website
https://www.folville.leicester.sch.uk/attachments/download.asp?file=2528&type=pdf

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Year 3:

- The year 3 teaching staff make every endeavor to meet the current year 2 teaching staff in the feeder infant school to discuss individual needs and strategies to support each pupil.
- The SENDCo will meet with the feeder Infant schools SENDCo to discuss children's specific needs and support arrangements.
- Parents will be invited to a transition review meeting, where they will be able to share their views and concerns regarding transition.
- Additional visits and meetings with staff will be arranged as necessary for specific children.

Year 6:

- The SENDCo will discuss specific needs of each pupil with the SENDCo of their secondary school.
- Every pupil (including children with SEND) will focus on learning about aspects of transition to support their understanding of the changes ahead.
- Every pupil (including children with SEND) will visit their new school, where necessary they will attend additional visits in smaller numbers
- Sometimes secondary school staff visit pupils at Folville prior to the transition day.

When moving classes in Folville Junior School:

- Information will be passed on to the new class teacher in advance. This includes any diagnosis (ASD,ADHD, Dyslexia, Dyspraxia etc) and specific strategies that have been found to be effective in their current class.
- A planning meeting will take place with the new teacher, and interventions/support arrangements shared.
- If necessary, the pupil will have a social story book and transition workbook to help them understand moving classes/teachers.
- If necessary, the pupil will have the opportunity to visit their new class teacher during the summer term.
- All children visit their new classes during transition day.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEND
- They are known to external agencies

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- They have an education, health and care plan (EHCP)

The school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

11.2 Accessibility arrangements

We make the following adaptations to the curriculum and learning environment to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- If a pupil requires equipment to access the curriculum, the school liaises with agencies in the Local Authority and health services to ensure they are provided with this equipment. For example, a speaker for the hearing impaired, wheelchair ramp, larger textbooks or standing frame.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. No pupil is ever excluded from taking part in these activities because of their SEND or disability. To ensure all pupils are able to access these activities we provide:

- Additional members of staff (especially if a pupil has a physical or behavioural need or an EHCP.
- Offer a range of activities, singing, dancing, learning an instrument, football)

  Extra access to areas of the school if needed e.g. wheelchair ramp.
-

Pupils with SEND are encouraged to be part of the school council. We have a zero tolerance approach to bullying.

You can see our accessibility policy on the school website

12. Complaints about SEND provision

If you are a parent who has concerns about your child, please contact the class teacher in the first instance. We will try and resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally. They can arrange to speak to the Headteacher or SENDCo who will be able to give advice on formal procedures for complaints. They will be handled in line with the school's complaints policy (which can be found on the school's website)

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupils themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

To get parental support please contact SENDIAS in Leicester city. https://sendiassleicester.org.uk/

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13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents
- Monitoring classroom practice by the SENDCo's and SLT.
-
- Analysis of pupil progress by the SENDCo's and TLR with responsibility for key curriculum areas during focus weeks and pupil progress meetings.
- Termly monitoring of procedures and practice by the SEND Governor and
- The schools Self evaluation.
- The School Development Plan (SDP) and SEND development plan.

13.2 Monitoring the policy

This policy will be reviewed by the SENDCo **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

14. Links with other policies and documents

This policy links to the following documents, the majority can be found on the school's website https://www.folville.leicester.sch.uk

- SEND information report (on the school's website) https://www.folville.leicester.sch.uk/attachments/download.asp?file=2608&type=pdf
- The Local Offer (see information below)
- Accessibility plan (on the school's website) https://www.folville.leicester.sch.uk/attachments/download.asp?file=131&type=pdf
- Supporting Pupils at School with Medical Conditions

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https://assets.publishing.service.gov.uk/media/5ce6a72e40f0b620a103bd53/supporting-pupils-at-school-with-medical-conditions.pdf

- Behaviour Policy (on the school's website) https://www.folville.leicester.sch.uk/attachments/download.asp?file=2591&type=pdf
- Exclusions Policy (on the school's website) https://www.folville.leicester.sch.uk/attachments/download.asp?file=138&type=pdf
- Safeguarding Policy (on the school's website) https://www.folville.leicester.sch.uk/attachments/download.asp?file=2587&type=pdf
- Attendance Policy (on the school's website) https://www.folville.leicester.sch.uk
- Complaints Policy (on the school's website) https://www.folville.leicester.sch.uk
- Teachers Standards https://assets.publishing.service.gov.uk/media/61b73d6c8fa8f50384489c9a/Teachers___Standards_Dec_2021.pdf

14.1 The local authority local offer

The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) and schools were required to publish and keep under review information about services they expect to be available for children and young people with Special Educational Needs (SEN) aged 0-25. The LA refer to this as the 'Local Offer'.

You can find all the information you need about services for children in Leicester on Leicester's Local Offer site:

www.localofferleicester.org.uk

The intention of the LA Local Offer is to improve the choice and transparency for families. It is also a good place for you as parents/carers to understand the range of services and provision available to you within your local area

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