MEDWAY COMMUNITY PRIMARY SCHOOL

Special Educational Needs and Disabilities Information Report

September 2026 – 2027

Review Date: **September 2027**	Headteacher	Steven Williams	Signed: 
Ratified by Governing Body: **29th October 2026**	Chair of Governors	Michael Berriman	Signed: 

SEN (Special Educational Needs)

Special Educational Needs and Disability (SEND) has a legal definition. Children with SEND all have difficulties or disabilities that make it harder for them to learn than for most children of the same age. These children may need extra or different help from that given to other children.

Special educational needs and provision can be considered as falling under four broad areas:

Communication and Interaction

- Speaking, Listening and Communication needs (SLCN)
- Autism (ASD)

Cognition and Learning

- Moderate Learning Difficulties (MLD)
- Specific Learning Difficulties (SpLD) such as Dyslexia or Dyspraxia

Social, Emotional and Mental Health

- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactivity Disorder (ADHD)

Sensory and Physical

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Disabled (D)

NB. This is by no means an exhaustive list, and support is based on an individual need, not solely a diagnosis.

Children with medical conditions are supported in accordance with the school's Supporting Pupils with Medical Conditions Policy. This policy explains how the school works with parents, healthcare professionals and other agencies to ensure that pupils with medical needs can access education safely and effectively.

Arrangements for identifying Special Educational Needs and Disability (SEND)

Responsibility for the coordination of the SEND provision

- The person responsible for overseeing the provision for children with SEND is Steven Williams (Headteacher)
- The person co-ordinating the day-to-day provision of education for pupils with SEND is Sarah Niner (SENDCo). She can be contacted at (0116) 2544811 or emailed at office@medway.leicester.sch.uk

- The person supporting the day-to-day provision of education for pupils in EYFS (Early Years Foundation Stage) with SEND is Merete Shelton. She can be contacted at (0116) 2544811 or emailed at office@medway.leicester.sch.uk

Key Contacts and Accessibility of Information

SEND Governor: The school's SEND Governor may be contacted via the school office. Correspondence should be addressed to the SEND Governor, c/o Medway Community Primary School, and will be forwarded appropriately.

School Address:
Medway Community Primary School
St Stephens Road
Leicester
LE2 1GH

Telephone: 0116 2544811
Email: office@medway.leicester.sch.uk

Parents and carers who are unable to access information online or by email can request paper copies of policies, reports and school information free of charge. Information can also be provided through telephone discussions, face-to-face meetings or alternative accessible formats where required.

The aim of formally identifying a pupil with SEND is to help the school ensure that adequate provision is implemented to remove barriers to learning. The process has four key elements:
· **Assess**
· **Plan**
· **Do**
· **Review**

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

Assess
This involves analysing the pupil's needs using assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experiences of parents and pupils and, where relevant, advice from external support services. Regular reviewing ensures that support and intervention match need, barriers to learning are identified and addressed, and intervention is having an impact.

Where external support staff are already involved, their work will help further inform recommendations for the school. Where they are not involved, they may be referred to, if appropriate, following discussion and agreement from parents.

Plan
Planning involves the consultation between the teacher and SENDCo to agree on the required adjustments, interventions and support. Where appropriate, parental involvement may be sought to reinforce or contribute to progress at home. All those working with the pupil (including support staff) will be informed of individual needs, provision and intended outcomes. An 'Individual Support Plan (ISP)' will be completed for individuals, outlining targets and areas of need.

Do
The class teacher remains responsible for working with the child daily. They will retain responsibility even when the interventions involve group or one-to-one teaching away from the classroom. They will work closely with teaching assistants to plan and assess the impact of support and link learning back to classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem-solving and advice on implementing effective support will be provided by the SENDCo.

Review
A child's progress will be reviewed termly and usually during parent-teacher meetings. The review process will evaluate the impact and quality of the support and interventions. It will also take into account the views of the pupils and parents. In conjunction with the SENDCo, the class teacher will revise the support and outcomes based on the pupil's progress and development in consultation with parents and the pupil.

The identification of pupils with SEND is built into our overall approach to the monitoring of progress and the development of all pupils. Class teachers continuously reflect on pupil progress and attainment.

Pupils making less-than-expected progress in areas of learning or development are identified, and measures are put in place to address the barriers. Where progress continues to be less than expected despite appropriate high-quality teaching and support, or where other evidence indicates a possible special educational need, the class teacher and SENDCo will gather further information. Identification will not depend upon a fixed attainment gap or threshold.

Any child identified as SEN will be provided with a target to improve their outcomes in the identified area. Targets will be derived for Courage, Oracy, Collaboration and Vocabulary as part of the school's vision for continuous improvement. They may have access to resources to support their learning or receive some small group or individual intervention. All information is shared so that the targets are worked on collaboratively. Progress is measured to ensure maximum impact.

Where a pupil continues to make less than expected progress despite support, the SENDCo will consider seeking the advice of external agencies. Parents are involved in any decision to involve specialists and apply for further in-school funding.

Referral for Education, Health and Care Plan (EHC Plan)

A statutory assessment may be considered if a child has lifelong or significant difficulties with complex needs or lacks clarity, meaning a multi-agency approach may be beneficial. An application will be made combining information from

- Parents
- Class teachers
- SENDCo
- Social Care
- Health Professionals
- External agencies

The Local Authority decides the eligibility for an EHC plan after a review of the current provision and action points. Parents can appeal against a Local Authority's decision not to initiate a statutory assessment leading to an EHC plan.

Further information about statutory assessment and EHC plans can be found on the Leicester Local Offer website.

https://families.leicester.gov.uk/send-local-offer

Education, Health and Care Plans (EHC Plan)
Following the Statutory Assessment, Leicester City Council will provide an EHC Plan if it is decided that the ordinarily available support is not meeting the child's needs. The school and the child's parents will be involved in developing and producing the plan. An EHC plan may continue beyond compulsory school age and, where it remains necessary for a young person in education or training, up to the age of 25.
Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed upon, it will be kept as part of the pupil's formal record and reviewed annually by staff, parents and the pupil.
The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

- **Parents' consultation and involvement**

Working in partnership with parents is essential to us, and when a concern arises regarding the child, the teacher will arrange to discuss this with the child's parents or carers as soon as possible. This discussion may occur at a routine Parents' Evening, or the teacher may invite parents/carers into school. Likewise, parents are welcome to discuss issues concerning their child's progress and attainment with the class teacher at any point over the school year. Families are encouraged to share information and knowledge with the school to ensure good provision. Requests to meet with the SENDCo can be made anytime during the year.

If the school identifies that a pupil has special educational needs, parents or carers will be formally informed and involved in agreeing the pupil's needs, outcomes and provision. The pupil's views will also be sought in an age-appropriate way.

At parent evenings (Autumn and Spring term), the child's ISP will be shared to ensure a complete understanding of current targets and provisions. Parents can request a copy of this at any point.

If an external agency report with new recommendations has been received, these will be written into the ISP.

In the instance of a published Education, Health and Care Plan, reviews will be held yearly for children in Year 1 and upwards. For children in the Foundation Stage, annual reviews are held every six months.

- **Children's consultation and involvement**

Children are actively encouraged to contribute to decisions about their learning and support. As part of the assessment and review process, pupils are asked for their views about their strengths, areas of difficulty, aspirations and the support strategies that help them to learn successfully. Pupil views are gathered through discussion with trusted adults, classroom observation, review meetings, surveys, drawings, photographs, visual supports and other communication methods appropriate to the child's age and needs.

For pupils who communicate non-verbally or who find it difficult to express their views verbally, staff work closely with parents, carers and other professionals to capture their preferences, responses and communication in ways that are meaningful to them. This may include the use of PECS, visual communication systems, symbols, choice boards, assistive technology, observations and pupil-centred approaches.

Pupil views are reviewed regularly and are used to inform targets, support plans, reasonable adjustments and future provision.

For pupils with an Education, Health and Care Plan, the school seeks to ensure that their views are represented within the annual review process. Pupils may attend all or part of the meeting where appropriate, or contribute through a written statement, photographs, drawings, video, communication aids, visual resources or the support of a trusted adult.

- **Assessment and Review**

Progress towards targets is assessed termly in conjunction with data analysis and progress reviews. New targets are derived or adapted to ensure they continue to meet needs. If external agency reports have been produced in the interim, they will be fed into the ISP accordingly.

For an EHCP, the annual review acts as a quality progress meeting where yearly targets are set in addition to the end of the Key Stage.

Transition arrangements

Early Years

Merete Shelton is our EYFS SEND advocate, developing her skills and knowledge to enable her to support the school SENCO in the role and act as an advocate for Early Years children with SEND.

Starting school is essential in any child's development, and we try very hard to ensure a smooth, happy transition for each child. The school induction programme for reception children begins in the summer term before the children start school in September.

Our school works closely with preschool settings, and any children starting in the Foundation stage with an additional need may receive a joint visit to their setting from the school SENCO, new class teacher and EYST (Early Years Teaching Service) personnel. They can then discuss appropriate strategies to support these children in school and begin to plan a smooth transition early on.

Transition to Secondary School Specialist provision

In preparation for the transition to secondary school, in the Summer Term of Year 6, the school's SENDCo may meet with the SENDCo from the secondary school to discuss individual pupils and their needs.

All children are invited to at least one taster day at their allocated secondary school. Additional visits are planned for those children who require them so that they are well-prepared and feel comfortable in the new school environment. Medway will always support parents in engaging with these and support them where necessary.

We always seek to make the move between primary and secondary school as successful as possible so that children and parents are not anxious about anything over the extended summer break. To support this, we are always available to discuss any concerns from children and parents and aim to address these in the best possible way to reduce worries. If appropriate, a specific induction programme may be implemented for any pupil with SEND to aid in a smooth transition.

In school transition

Children with additional needs, such as Autism, partake in a good transition programme before moving into their next class. We utilise teacher assistant support to meet new staff as appropriate throughout the summer term, in and out of their new environment. We take photographs of new staff and new entrance doors for the children to take home and become familiar with over the summer.

Teaching Approach for SEND

Support for pupils varies, depending on the SEND that has been identified. It may include different or additional resources, further differentiation, specific programmes, interventions targeted to improve outcomes or reasonable environmental modifications.

Where interventions involve group or one-to-one teaching away from the main class, the teacher works closely with the staff delivering the intervention to assess the impact and see how the work can be linked to classroom teaching.

The school provision map outlines specific interventions and resources for pupils requiring additional support.

Progress meetings act as a good monitoring tool to assess the impact on the child and quality assurance of the provision.

Adaptations for SEND

At Medway Primary School, all children experience a rich and relevant curriculum. Where children have special educational needs or a disability, they will enjoy the same curriculum as all other pupils. We have high expectations for every pupil, recognising all educational achievements and providing an inclusive learning environment that meets the needs of all children, enabling them to reach their true potential. We have listened to pupil feedback who strongly felt that being removed from the classroom to do more of what they found challenging was a real blow to self-esteem. At Medway, we endeavour to make reasonable classroom adjustments to cater to the full inclusion of our children with special educational needs.

Children entering the school with specific needs and specialist equipment will continue to be provided with this at Medway. We can also provide other equipment, such as writing slopes, pencil grips, and support cushions for those children who would benefit from these.

We use the Engagement Model for children not yet accessing the national curriculum.

Continuous assessment of children's learning and development allows teachers to understand their individual learning needs and styles better. Employing a range of teaching resources and approaches that support and extend children's learning, we create a learning environment where the children are empowered to work collaboratively with their peers whilst developing independence and an awareness of how they can improve.

The Senior Leadership Team (SLT) carry out regular teaching observations and a co-coaching model to disseminate good practice and ensure teaching staff work best in the classroom.

Teaching staff have access to continuous professional development and relevant training to enhance their knowledge and strategies for the most frequently occurring educational needs. The training needs of the teaching assistants are evaluated throughout the year; individuals attend courses to meet the needs of children with specific difficulties and enhance their professional needs.

Staff Expertise and Training

There is a continuous cycle of staff training, much of which is determined by the needs identified in the School Development Plan.

All staff are trained via the Neuroinclusive Education Network in Autism

Currently, two teaching assistants are trained in Autism Education Level 2 (Good Autism Practice) and work with some of our high-need Autistic children.

We have staff trained in Sensory processing and Sensory Circuits.

Our SENDCo is PECS (Picture Exchange Communication System) trained and has disseminated this practice to relevant staff members.

The SENDCo holds a master's-level qualification in teaching and assessing learners with specific learning difficulties and can undertake appropriate specialist assessments within the scope of that qualification.

Additionally, our SENDCo has undertaken the Senior Mental Health Lead national qualification.

All staff are encouraged to apply for relevant training to support the school's needs and enhance their professional development. Staff disseminate learning to their colleagues via phase and specific teaching assistant meetings.

Equipment and Facilities

Admission and accessibility arrangements for disabled pupils

Disabled pupils are admitted under the same admissions arrangements as able pupils. The school will not treat a disabled pupil less favourably because of their disability and will make reasonable adjustments to avoid substantial disadvantage. Further information about increasing access to the curriculum, the physical environment and written information is contained in the school's Accessibility Plan, available here: https://medway.ovw1.juniperwebsites.co.uk/attachments/download.asp?file=5&type=pdf

The school's Accessibility Plan sets out how access to the curriculum, physical environment and written information will be improved over time. Accessibility arrangements are reviewed periodically, and reasonable adjustments are made in response to individual pupil needs.

Physical Environment

Our school is a Victorian building with a relatively small, modern extension on two main floors. Access into/out of the building is good due to ramps and handrails at several entrances/exits. The main entrance has an automatic door. The school has been assessed for accessibility and reasonable adjustments are made to support wheelchair users and pupils with mobility needs. Specific access arrangements are detailed within the school's Accessibility Plan.

The school has a car park with an accessible parking space. Additionally, there is some on-street parking close to the school.

We host Foundation Stage 2 classrooms and Year 1 at the end of the school playground. These are within a self-contained area with toilets and an outdoor play area.

On the ground floor, there are toilets for disabled adults and pupils. There are toilet facilities for able pupils or adults on both the ground and upper floors. Playgrounds can easily be accessed.

On the ground floor are several classrooms (currently used by Foundation Stage 1, Year 2 and Year 3), a community room, an intervention room, a staffroom, offices and two small halls used for dining and PE.

On our ground floor, our additional resource bases are used to teach children with ASD at specific times across the day. Teaching here is led by 2 Autism Level 2 trained teaching assistants and overseen by the SENDCo and Early Years Advocate. These provide a bespoke,

low-distraction environment with visual systems and task baskets to cater for the needs. It includes a sensory area, changing facilities, outdoor access for quality meet and greets, and flexible timetables.

A lift provides access to the main hall, several classrooms (currently used by Key Stage 2 pupils in Years 3-5) and smaller rooms for small group interventions or offices. However, there is no lift access to 3 additional rooms, an office, an art studio, and a meeting room, as they are in a separate part of the building accessible only by stairs. Additionally, two rooms used for small group interventions are midway between flights of stairs. Where a pupil's needs require it, the school will make reasonable adjustments, including reviewing room allocation and timetabling arrangements, in accordance with the Accessibility Plan and individual needs assessments.

We have access to a school evacuation chair to safely evacuate disabled pupils from the school in case of a fire. We have trained members of staff to support emergency evacuation procedures. Individual evacuation arrangements, including Personal Emergency Evacuation Plans (PEEPs) where required, are put in place according to pupils' needs.

We have carpeted classrooms and blinds at windows to ensure ample acoustics, though there is currently no double glazing, and many rooms have their original high ceilings.

We have an excellent visual environment with clear signage, standard lighting, reduced glare surfaces, and window blinds. Office equipment includes scanners and colour photocopiers.

- **Curriculum**

At Medway, we will make reasonable adjustments to ensure SEND pupils are not disadvantaged when accessing the curriculum or extra-curricular activities. A disadvantage would be considered:

- Indignity or discomfort
- Loss of opportunity or lack of progress compared to peers
- Disproportionate time and effort

Many of our children have access to a range of equipment to support their learning and make it more accessible.

All pupils are included in our extra-curricular activities and trips. Reasonable adjustments are made to ensure full inclusion; for example, additional adults can be provided, or wheelchair-accessible buses can be ordered.

Teachers and the SENDCo continue to take advice from outside agencies, the Local Authority and the NHS, who offer support to ensure pupils with access needs are fully included. Reasonable adjustments are made to the curriculum to enable full access for pupils, and staff are given appropriate training to facilitate this.

The Curriculum is also an opportunity to explore diversity and disability sensitively and constructively, educating pupils and parents about different needs and developing their understanding.

- **Sensory Impairment**

The school has a named contact for the Hearing and Visual impairment teams. They offer support, advice and training around including and accessing pupils with sensory needs. Additional resources are available for pupils if required. All relevant staff have been trained on where to position pupils in the classroom and how to modify resources to support their access to the curriculum.

When hearing-impaired children move into new classes, the Local Authority offers training and attends where possible.

We have a TA trained in British Sign Language at Level 1 to support hearing-impaired children and families.

We have engaged with Leicester City's Speech and Language and Occupational Therapy - Language and Living project. This training has supported our understanding of catering for children with sensory processing needs.

- **Physical Impairment**

A physical impairment may restrict a pupil's ability to participate in the entire curriculum. When learning occurs outside the classroom, these pupils may have difficulty travelling to an activity. The lift allows easy access to both floors and the playground.
Both occupational therapists and physiotherapists work with our children to develop physical skills. These techniques are disseminated to staff, who replicate techniques used in school to develop pupils' skills. This will develop pupils' opportunities for independence in the future.

Motor skills intervention is run and led by trained teaching assistants, and recommendations from medical reports are acknowledged and used in school.

Where pupils have medical conditions requiring ongoing support, individual healthcare arrangements are implemented as appropriate.

Physical Education

We run a variety of interventions to cater for Fine and Gross Motor Skill manipulation. These focus on basic skills, such as core strength, balance and stability and can be run by our Teaching Assistants. This will help pupils to become more confident and independent.

Smaller group PE is undertaken by some of our pupils who require familiar adults and one-to-one sessions.

- **Communication and Language**

PECS (Picture Exchange Communication System) is used where required to allow all pupils to communicate their basic needs non-verbally. We also use Colourful Semantics as a whole-class resource to support sentence building orally and in writing.

Important routines are shared with pupils using social stories across the school.

The Speech and Language therapist works closely with the SENDCo to support as necessary and recommend key strategies in school.

Monitoring the effectiveness of the provision

Each term, children are assessed using formal assessments or teacher assessment. Progress towards individual outcomes is reviewed, and evidence from attainment, engagement, attendance, participation and pupil voice is used to evaluate the effectiveness of support and interventions.

The effectiveness of SEND provision is reviewed regularly using a range of evidence. This may include progress towards individual targets, attainment data, classroom assessment, attendance information, participation in learning, pupil engagement, behaviour records, pupil and parent views, and feedback from staff and external agencies. The school evaluates whether interventions are helping pupils to achieve their intended outcomes and uses this information to decide whether support should continue, be adapted, increased or reduced. For pupils with Education, Health and Care Plans, annual reviews consider progress towards agreed outcomes and the effectiveness of the provision in place.

We use the Engagement Model for children working below the national curriculum standard.

The school provides two yearly parental meetings to discuss their child's difficulties. An external agency report can be discussed at these meetings, and the class teacher can share children's targets. Appointments to meet with the school SENCo or external agencies are welcomed throughout the year.

For children with an Education, Health and Care Plan, an annual review is held, led by the SENCo. Parents and all professionals working with the child will be invited to attend. If they cannot, it is anticipated that they will forward a report that can be shared at the meeting.

SEN and extracurricular activities

Medway offers a variety of breakfast and after-school activities, which are available to all children. All staff involved in the delivery of the sessions are made aware of any children who may encounter difficulty accessing the club, and allowances are made accordingly. Additional staff provide 1:1 support at lunchtime and off-site trips where necessary. Risk assessments may be written to measure potential dangers, and registers are kept for all extracurricular activities. Parents can enquire about various clubs and activities for pupils with SEND within the community.

We run SEND-specific groups for our children and siblings to support Personal Development and embed further inclusion.

Support for improving emotional and social development

The school benefits from a proactive Community, Family and Welfare team catering to children and families requiring emotional and social support.

This team also provides meet-and-greets for relevant children, family support, and in-class learning mentoring and runs a selection of interventions to cater to aspects of mental health. These include drawing and talking, building to express and emotion coaching. They are based within the heart of the school and cater for a range of needs.

The school works closely with the SEMH (Social, Emotional and Mental Health) team through the Local Authority. In addition to supporting teachers in an advisory capacity and children directly, they also support the school at Child Protection meetings or Looked After Children reviews.

The school recognises that pupils with SEND may be more vulnerable to bullying. Our behaviour and anti-bullying procedures are used to identify and respond to concerns promptly. Staff monitor peer relationships, seek pupils' views and provide appropriate pastoral support. Please see the school's Behaviour and Anti-Bullying Policy at https://medway.ovw1.juniperwebsites.co.uk/attachments/download.asp?file=379&type=pdf

Our SENDCo is the school's Senior Mental Health lead, having successfully undertaken the government-funded qualification. The school is also part of the City's Mental Health hub, and we have three staff members who are Wellbeing Champions.

Please refer to the school's Mental Health and Wellbeing policy for further information.

Looked After Children with SEND

Where a pupil is both looked after and identified as having SEND, the SENDCo works closely with the school's Designated Teacher for Looked After Children to ensure that support is coordinated effectively. Information from Personal Education Plan (PEP) meetings, assessments, reviews and external agencies is considered alongside SEND provision to identify priorities and remove barriers to learning. The school works in partnership with carers, social workers, virtual school staff and other professionals to promote educational progress, emotional wellbeing and positive outcomes.

The progress and provision of looked-after children with SEND are reviewed regularly as part of both SEND and looked-after child processes.

Involvement of others

The SENDCo/Advocate may make referrals for individual children to specialist services to gain advice for the following steps to support children with specific needs, such as Speech and Language and Communication Needs, Visual and Hearing Impairments, Autistic Spectrum Disorder, Social, Emotional and Mental Health and Physical or Sensory Difficulties. The school also works very closely with the Educational Psychologist.

When the parents and the school have made a joint decision, the SENDCo will complete the referral, outline the chronology, and send it to the relevant agency. Parents may be invited to attend consultation and feedback meetings with the SENDCo or other professionals and will usually receive a written report to see how the recommendations may look in the school context.

Where a pupil continues to make little or no progress over a sustained period or continues to work at levels substantially below that of their peers despite appropriate support, then the advice of the Educational Psychologist can be sought. Referrals can also be made to the speech and language therapy service and medical services accessed through the school nurse.

The SENDCo/Advocate liaises with all agencies on behalf of the school.

The SENDCo/Advocate may also signpost parents of pupils with SEND to the local authority SENDIASS service where specific advice, guidance and support may be required.
SENDIASS Leicester is an independent service that offers free, confidential and impartial information, advice and support to parents and carers of young people aged 0 – 25 with special educational needs or disabilities (SEND) and young people themselves. They can be contacted at (0116) 4820870 or via their website.

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 concerning 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 concerning the provision for their child. The school's SEND Governor may be contacted at any time concerning SEND matters via the school.
If parents have any feedback on the SEND provision, they should give feedback to our SENDCo, the first point of contact for any unresolved complaints. Our Complaints Policy outlines steps to take if unresolved issues remain.

Medway has current links with

- Leicester City Psychology Service
- Complex Learning and Interaction Support Team
- Autism Teacher
- Early Years Support Team
- Social, Emotional and Mental Health Team
- Speech and Language Support Team
- Hearing Impairment Team
- Visual Impairment Team
- Healthy Schools Practitioner
- Looked After Child Team

The SENDCO is in regular contact with the above agencies and the school. Any additional concerns can be raised at twice-yearly Joint Planning Meetings to decide the best course of action or throughout the year with specific agencies.

Complaints procedure

We encourage parents and carers to raise concerns as soon as possible so that issues can be resolved collaboratively and promptly.

Concerns about SEND provision made by the school should usually be raised in the following order:

- The class teacher.
- The SENDCo.
- The Headteacher.
- The governing body, through the school's formal Complaints Policy.

- The school's Complaints Policy can be found here: https://medway.ovw1.juniperwebsites.co.uk/attachments/download.asp?file=392&type=pdf

Where concerns relate to the special educational provision made by the school, parents and carers should normally follow the school's complaints procedures.

Where disagreements relate to Local Authority decisions regarding an Education, Health and Care (EHC) needs assessment, the content of an EHC Plan, or the school named in an EHC Plan, these matters are subject to separate statutory processes and are not dealt with solely through the school's complaints procedure. Parents and carers may seek independent advice from SENDIASS and may have rights to mediation, disagreement resolution and appeal through the Special Educational Needs and Disability Tribunal.

SENDIASS Leicester provides free, confidential and impartial information, advice and support for children, young people and families. Contact details can be found at: www.SENDiassleicester.org.uk

Further information regarding disagreement resolution, mediation and SEND appeals is available through the Leicester SEND Local Offer: https://families.leicester.gov.uk/send-local-offer

Leicester's Local Offer

You can understand more about SEND and the support available by looking at the SEND Local Offer online.

https://families.leicester.gov.uk/send-local-offer/

This report is updated annually and presented to governors for ratification.