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1. Aims and Objectives

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs or disabilities
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Our objectives are to:

Identify the needs of pupils with SEND at the earliest point.
This is most effectively done by gathering information from staff, parents/carers, education, health and care services and early years settings prior to the child's entry into the school.

Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND 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 our curriculum.
This will be planned for by class teachers and co-ordinated by the SENDCo. It will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

Work with parents/carers to gain a better understanding of their child, and involve them in all stages of their child's education.
This includes feedback from parents for termly reviews which will provide regular feedback on their child's progress and supporting them in terms of understanding SEND procedures and practices.

Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Work in close partnership with a range of specialist agencies to enable us to provide effective targeted support for children with SEND.

Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, offering the opportunity to voice their opinions of their own needs to members of staff, and carefully monitoring the progress of all pupils.

2. Legislation and Guidance

This policy 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 SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which sets out schools' responsibilities for education, health and (EHC) care plans, SEND coordinators (SENDCos) and the SEN information report

The aims of Rendell School are based on the visions, values and requirements established in the 2014 SEND Code of Practice.

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of their potential. This should enable them to:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make successful transitions into adulthood, employment, further education and training

We have high expectations of all our pupils. We seek to provide appropriate environments, stimuli and encouragement for every pupil to reach their potential, achieve and enable them to move successfully onto the future stages of their lives. We endeavour to make every effort to achieve maximum inclusion of all pupils, whilst meeting pupils' individual needs.

The Link Between SEND and Disability

Some children and young people with special educational needs and disabilities (SEND) may also meet the definition of disability under the Equality Act 2010. A disability is a physical or mental impairment that has a substantial and long-term impact on day-to-day activities. This can include conditions such as asthma, diabetes, epilepsy, sensory impairments and other long-term health needs.
Having a disability does not automatically mean a child has SEND or requires an EHCP. Where reasonable adjustments and inclusive practice enable a pupil to access learning and make expected progress, additional statutory provision may not be required. Some pupils with long-term medical conditions may have an Individual Healthcare Plan (IHCP) to support their health, safety and wellbeing in school, in line with Department for Education guidance.

This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to have access to a broad and balanced curriculum.

3. Definitions

Definitions of special education needs (SEN) taken from section 20 of the Children and Families Act 2014.

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

a) Have a significantly greater difficulty in learning than the majority of others 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 education 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.

4. Roles and Responsibilities

The SENDCo

The SENDCo is Miss Powell.
The assistant SENDCo is Mrs Bowles-Henson.
Contact: 01509 263497 admin@rendellps.leics.sch.uk

The legislation requires that:

- The SENCO must be a qualified teacher working at the school.
- The NPQ for SENCOs became the mandatory qualification for new-to-role SENCOs from 1 September 2024, replacing the NASENCO award.
- All SENCOs appointed after Sept 2024 must complete the NPQ within 3 years of starting the role.
- SENCOs who already hold the NASENCO do not need to complete the NPQ.
- SENCOs appointed before Sept 2009 are exempt but must still comply with SEND regulations.
- If they have not previously been a SENCO for more than 12 months, they must be working towards the mandatory qualification—now the NPQ for SENCOs, which replaced the NASENCO award.

The SENDCo will:

- Work with the head teacher 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 the SEND policy and the coordination of specific provision made to support individual pupils with SEND
- Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEND receive appropriate support and quality first teaching
- Advise on the graduated approach to providing SEND support

- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Ensure the school keeps the records of all pupils with SEND up to date

The SEND Governor

The SEND Governor will:

- Help to raise awareness of SEND issues at governors' meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school
- Work with the headteacher and the SENDCo to determine the strategic development of the SEND policy and provision in the school

The Headteacher

The Headteacher will:

- Work with the SENDCo and the SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of the children with SEND and / or a disability

Class Teachers

Class teachers are responsible for:

- The progress and development of every pupil in their class
- Setting high expectations for every pupil
- Working closely with support staff to plan and assess the impact of support and interventions
- Work with the SENDCo to review each pupil's progress and development and decide on appropriate provision
- Complete additional paperwork for outside agencies within a 15 day timeframe.
- Ensure they follow the SEND policy

5. Identifying pupils with SEN, assessing their needs and meeting need

Rendell Primary School develop an understanding of the needs of pupils with SEND, by gathering information from parents, health and care services and feeder settings, prior to the child's entry into school.

A child's special educational need may only become apparent as they move through the education system. The SEND Code of Practice sets out special educational needs under four headings.

Communication and Interaction	• May have speech sound difficulties • May find it difficult to communicate with others • May have difficulty understanding others • May have an autism spectrum disorder (ASD)
Cognition and Learning	• May learn at a slower pace than others of the same age • May have a specific learning difficulty (SpLD), such as dyslexia, dyspraxia or dyscalculia
Social, Emotional and Mental Health difficulties	• May show emotional difficulties such as withdrawn or challenging behaviour • May have disorders, such as, attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.
Sensory and/or physical needs	• May include visual impairment (VI) • May include hearing impairment (HI) • May include multi-sensory impairment (MSI) • May include physical disability (PD)

Who is involved in identifying special educational needs?

Parents have a vital role to play in their child's education. They know their child well and are often in a position to alert the class teacher to any possible concerns. If a parent expresses a concern about their child a meeting will be arranged with the SENDCo. The parent's concerns and the child's strengths and difficulties will be discussed. Next steps will be agreed and the parents will be formally notified if the school decides to place the child on the SEND register.

Parents can contact the school office on 01509 263497 to arrange an appointment to discuss any issues they have.

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

- Is significantly slower than that of their peers
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between themselves and their peers Widens the attainment gap

Class teachers will also be able to identify other areas of difficulty, such as communication, social, emotional, sensory or physical needs.

Other adults who support in the classroom will pass on any observations and concerns to the class teacher. If any member of staff working with a child identifies that they have difficulties in particular areas, that they find it harder than their peers to gain skills or

knowledge or that they are not making the progress that is expected, they will initially bring this to the attention of the class teacher.

The SENDCo may carry out assessments to help determine what the child's needs may be.

External agencies such as Speech and Language therapists, health services, paediatricians, an educational psychologist and play therapists are a few examples of external agencies who may become involved.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. According to the SEND Code of Practice the following are not considered as SEND:

- Disabilities that DO NOT affect learning
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)

At Rendell Primary School, we care about every child's well-being and progress. Through 'Quality First Teaching' class teachers ensure that all children are given every opportunity to progress.

Quality First Teaching tells us that all children benefit from a classroom where a teacher is continually using assessment strategies that are used to inform future planning. Progress for all children is continually monitored against the National Expectations.

Quality First Teaching

The teacher has the highest possible expectations for all children in their class and all teaching is based on building on what the children already know, can do and understand. All teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have been identified as having gaps in their understanding / learning, to ensure all pupils have access to the curriculum. This differentiation may include, adapting resources, using recommended aids e.g. coloured overlays and pre-teaching or the deployment of staff.
Rendell Primary School uses a variety of monitoring methods to promote and ensure 'Quality First Teaching':

- Lesson observations
- Work scrutiny
- Moderation

- Pupil progress meetings
- Learning walks
- Planning scrutiny

Adaptations to the Environment

We make reasonable adjustments to ensure all pupils can access learning. These may include:

- Adapted classroom layouts and seating
- Access to ramps and specialist equipment
- Sensory resources and intervention spaces
- Equipment such as writing slopes, pencil grips and wobble cushions
- Assistive technology, including iPads and recording devices

Social, Emotional and Mental Health

The wellbeing of all pupils is a priority. Some pupils may require additional support such as regular check-ins, emotional literacy interventions, access to a trusted adult or a safe space to support emotional regulation and wellbeing.

Behaviour Support

We maintain high expectations for behaviour, while recognising that some pupils with SEND may require individualised support and reasonable adjustments. Staff follow strategies outlined in pupils' Support Plans and review provision following significant incidents to ensure appropriate support is in place. When considering behavioural incidents, the school takes account of pupils' individual needs and its duties under the Equality Act 2010.

The Curriculum

Our curriculum is ambitious, inclusive and accessible to all pupils. Quality First Teaching underpins all provision, with teachers using adaptive teaching strategies to meet individual needs. Our classrooms are underpinned by therapeutic principles, creating calm, predictable and supportive environments where pupils feel safe, valued and ready to learn.
Adaptive teaching may include:

- Visual supports and worked examples
- Targeted questioning, feedback and pre-teaching
- Writing frames, sentence starters and word banks
- Additional resources such as coloured overlays, writing aids, wobble cushions and movement breaks
- Personalised workspaces and reasonable adjustments where required

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Safeguarding

Safeguarding is central to all that we do. All staff receive regular safeguarding training and follow robust procedures to protect and promote the welfare of pupils. Our safeguarding team works closely with families and external agencies to ensure pupils are safe, supported and able to thrive in an inclusive school environment.

Targeted Interventions

Where additional support is required, targeted interventions may be delivered alongside high-quality classroom teaching, with consideration given to minimising disruption to pupils' access to the wider curriculum. Interventions are carefully selected based on identified needs, informed by evidence-based approaches, and monitored through regular assessment of pupil progress.

Intervention provision may be used to:

- Reinforce essential knowledge and skills that support learning across the curriculum.
- Address gaps in understanding and correct misconceptions.
- Prepare pupils for forthcoming learning through pre-teaching and scaffolding.
- Develop confidence, independence and strategies that enable pupils to make progress in areas of identified need.

Targeted support in English and mathematics is designed to strengthen literacy and numeracy skills, enabling pupils with SEND to engage successfully with the full curriculum. Intervention programmes are reviewed regularly and adapted in response to the changing needs of pupils within the school. Current interventions we use include:

Cognition and Learning	Communication and Interaction	Social, Emotional, and Mental Health	Sensory and/or Physical
• Precision Teaching • NESSY • RWI Phonics interventions • and overlearning sessions • Fresh Start • Power of 2 • Plus 1	• Colourful Semantics • Language for Thinking • Attention Autism • PECS • Individual programmes recommended by SALT	• Sensory Circuits • Social Communication • ELSA	• Zones of Regulation • Handwriting interventions • Fine/Gross motor

6. Assessing and Reviewing Pupils Progress

At Rendell Primary School, we follow the graduated approach and the four-part cycle of plan, do, assess and review.

The Graduated Approach **The process for implementing SEND support is in four stages**
Assess We will gather information about the child's well-being, previous progress, motivation, attainment and learning from everyone involved with the child, to give us an accurate picture of the child's needs. This usually includes the child, teachers, SENDCo, parents / carers and any outside agencies (Health, Social and Educational).
Plan A 'support plan' will be written to outline what will be put in place to achieve specific aims or targets. The plan will include: • 'Quality First Teaching' approaches that are effective to enhance learning • Proven interventions or strategies that will be used to achieve specific targets and how they will be delivered • Any focussed support from a teacher / teaching assistant • Resources to support outcomes and to ensure access to the curriculum
Do The 'support plan' is the working document used by all those supporting the child. The class teacher remains responsible for the child's progress and works closely with any teaching assistants or specialist staff, to plan and assess the impact of support and interventions and how they link to classroom teaching. Adjustments and annotations should be made to the plan as necessary. If the child's class teacher has any concerns that the plan is not working they will discuss this with the SENDCo for further advice.
Review The effectiveness of the support and interventions will be reviewed at least termly, by the teacher, parents and SENDCo. The impact of the support will be measured as well as progress towards their aims and targets. Parents and pupils will also be asked for their views about what has worked well and what they feel now needs to happen to support their learning. A decision will be made about any necessary changes and the 'support plan' will be updated to enable the child to achieve their next steps in learning. Advice or assessment from outside specialists may be requested if more information is required. If the child continues to have significant difficulties despite additional intervention and advice from specialists they may have higher needs. The SENDCo may then make an application for SENIF (Special Educational Needs Intervention Funding) if the cost of additional support goes beyond the £6000 threshold that is the school's responsibility.

Over time, if the child is still not making progress despite the school having taken relevant and purposeful action over time, the school or parents can apply for an EHCNA (Education Health and Care Needs Assessment). If it is agreed, a pupil will have an EHCP (Education, Health and Care Plan) written and there must be an annual review involving parents, school and outside agencies.

At Rendell Primary School, all children are assessed half-termly. Data is discussed during Pupil Progress Meetings and children who are not making expected progress will be identified and a decision will be made about additional support. All children who need support should receive it, regardless of a diagnosis. Progress will be regularly reviewed and if, despite Quality First Teaching with reasonable adjustments to accommodate learning differences, there continue to be concerns, additional support may be necessary. This support will be written on their 'Support Plan'. Their support plan will include aims and targets for the child to work towards over a period of time. Children with a support plan will receive individualised support by either the class teacher or designated LSA.

The class teacher will make decisions regarding the type of additional support or interventions needed, but advice can be sort from the SENDCo regarding resources, including staff. We use a range of interventions that are carefully matched to gaps in learning.

The level of provision will depend upon a number of factors, including their progress in other areas, their attitude to learning and what the class teacher considers their needs to be. It will focus upon key areas to develop their learning. Children may work in a small group with other children with similar needs or individually. Every effort is made to timetable this effectively, so that children are not missing substantial amounts of time from core subjects.

If progress has not been made despite appropriate intervention, other agencies may be contacted to provide support and advice to both the school and parents. The SENDCo will support the class teacher in collecting the appropriate evidence needed in order to make a referral. The evidence needed will vary depending upon the service required. Support may come from a number of providers including:

- Local Authority services such as Autism Outreach Team or Specialist Teaching
- Outside agencies such as the Speech and Language Therapy (SALT) Service
- Inclusion support from Ashmount School
- Behavioural support from Oakfield School
- An Educational Psychologist

It is the class teacher's responsibility to act upon the advice from outside agencies and to show this in their planning and on the child's support plan. It is the SENDCo's responsibility to ensure that this is happening. Where these services are paid for out of the school budget, sometimes decisions have to be made to prioritise spending.

If a child has lifelong or 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 child are such that a multi-agency approach to assessing that need, planning provision and identifying resources is required.

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

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

Information will be gathered relating to the current provision provided, actions that have been taken and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child 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.

The most up-to-date information for Leicestershire can be found at: Assessment | Leicestershire County Council or by contacting them on 0116 3056.

7. Monitoring and evaluation of SEND

We will gather information about the child's well-being, previous progress, motivation, attainment and learning from everyone involved with the child to give us an accurate picture of the child's needs. This usually includes the child, teachers, parents / carers and any outside agencies.

All teachers and support staff who work with the pupil will be made aware of their needs, the support to be provided and any teaching strategies or approaches that are required. We regularly review the effectiveness of the support, interventions and their impact on pupil progress.

During termly pupil progress meetings, teachers will discuss the progress of children identified as having SEND with the Head teacher and/ or SENDCo.

Support plans will be reviewed termly by the class teacher and new aims and targets will be set. Support plans will be sent home and termly SEND review meetings will be held with the parents, class teacher and SENDCo, where support plans will be discussed.

Rendell School is an inclusive school where all children are valued and their voice listened to. This is true for all children whether they are on the SEND register or not. Children on the SEND register are able to voice their opinions of their own needs through regular meetings that contribute towards their support plans.

Education, Health and Care Needs Assessment (EHCP: Education, Health and Care Plan)
Children who have an EHCP will have an annual review and parents, teachers and other agencies (including health and social care professionals) will be invited to attend. The progress of the named child will be discussed and reviewed. New outcomes will be set and the EHCP will be amended where necessary.

Evaluation of provision
At the start of each term, provision for each child will be carefully considered to enable individual needs to be met. Intervention groups will be set up and evaluated through termly reviews of data and discussions with staff to help ensure provision is effective and impacting positively on children's progress.

8. Transition

At Rendell Primary School, we recognise that positive transitions are especially important for pupils with SEND. We work closely with families, previous settings, receiving schools and outside agencies to ensure that pupils feel supported and confident when moving between classes, schools and phases of education.

When a pupil joins our school:

- We gather information from the previous setting and any professionals involved with the child.
- Parents/carers are invited to meet with school staff to discuss their child's strengths, needs and support arrangements.
- Where appropriate, additional visits, transition meetings or personalised support are arranged to help the pupil become familiar with the school environment and routines.

When a pupil moves to another school:

- We work closely with the receiving school's SENDCo to share relevant information about the pupil's needs and successful support strategies.
- All SEND records and documentation are transferred promptly to support continuity of provision.

When a pupil moves to a new class within school:

- Teachers meet to share key information, effective strategies and support plans.

- Additional transition support, such as visits to the new classroom, meeting staff, or personalised transition booklets, may be provided where beneficial.

Transition to Secondary School:

- The SENDCo liaises with the receiving secondary school to ensure all relevant information is shared.
- Additional transition opportunities may be arranged, including extra visits, transition activities and meetings with key staff.
- Where appropriate, outside agencies may support the development of an individualised transition plan.

We have high aspirations for all pupils with SEND and are committed to developing the skills, independence and confidence they need for the next stage of their education and beyond.

9. Criteria for Exiting the SEND Register

Depending on why the student was initially placed on the SEN Register, the following criteria are used to assess the appropriateness of on-going support:

- Concerns identified upon transition from previous setting are no longer evident
- Since the initial assessments, pupils have made progress and their attainment is closer to Age Related Expectations
- A pupil's disability no longer hinders their progress academically, socially or developmentally

However, a holistic approach to assessing a child's needs is paramount and each child will be considered as an individual. All of this is done through the Graduated Approach and in consultation with pupils, parents and relevant professionals.

If a child is removed from the SEND Register, there are whole school processes which continue to monitor their attainment and progress. These are overseen by the class teacher and the SENDCo.

10. Support for Parents

The school website includes links to websites and resources that we have found useful in supporting parents to help their child learn at home. This can be found at

Parents - Rendell Primary School - Loughborough

The class teacher or SENDCo may also suggest additional ways of supporting your child's learning.

Where external agencies are involved, they may be able to suggest advice and strategies which can be used at school or at home.

If you have ideas on support that you would like to have access to, in order to further support your child's learning, please contact the SENDCo, who will locate information and guidance for you in this area.

Support services for parents of pupils with SEN include:

- Parent Partnership Services (PPS) are a confidential and impartial service that supports families who have children with special educational needs. They support young people aged 0-19 with educational issues.
  Find voluntary organisations - Voluntary Action LeicesterShire
  The PPS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process.

- SENDIASS Leicester offers free, confidential and impartial advice and support to parents and carers of young people aged 0-25 with special educational needs or disabilities (SEND) as well as young people themselves.
  http://www.sendiassleicester.org.uk/

  For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation service.

- Parents and carers can appeal to the Government's SEND tribunal if they disagree with the Local Authorities decisions about their child's special educational needs. They can also appeal to the tribunal if the school or council has discriminated against your disabled child.

- Information on where the Local Authority's Local Offer can be found at:

  What is the Local Offer | Leicestershire County Council

- Information on the school SEN Information Report can be found at:

  Special Educational Needs - Rendell Primary School - Loughborough

11. Supporting Pupil's with Medical Conditions

Rendell Primary School recognises that pupils with medical conditions should be properly supported so that they have full access to the curriculum, including school trips and physical

education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Each pupil will have a detailed care plan written and reviewed annually by the SENDCo and the parents / carers. This is shared with all staff in the school and a copy is kept in the pupil's classroom and the staff room.

Some pupils may also have special educational needs (SEN) and may have SENIF, or an Education, Health and Care (EHCP) Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

12. Training and Resources

Rendell Primary School receives an additional amount of money to make special educational provision to meet children's SEND. This is called the 'notional SEND budget.' The government has recommended that schools should use this notional SEND budget to pay for up to £6,000 worth of special educational provision to meet a child's SEND. If a pupil with SEND needs more than £6,000 worth of special educational provision, the local authority can be asked to provide top up funding or an EHCP.

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

Throughout each academic year SEND training needs are identified. We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

Rendell Primary School operates the following training programmes:

- Regular CPD sessions related to pupils with additional needs and classroom strategies
- SENDCo and/or Learning Support Staff attend training and disseminate to the rest of the school

- SENDCo attends SENDCoNET meetings to be updated on important national and local initiatives and to provide an opportunity for SENDCos to share good practice
- The SENDCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities
- SENDCo attends termly meetings with an educational psychologist and other SENDCos

13. Storing and Managing Information

SEND support plans and pupil profiles are working documents therefore teachers need regular access to their SEND file. This is stored in a location where children cannot access it, but that other adults employed by the school and deployed to work with the identified children are able to easily access the information.

More detailed and personal documents are held by the SENDCo in a secure location, and on an online secure platform called TES Provision Map.

When a child transfers to a new school, it is important that any information is passed on. The SENDCo is responsible for ensuring that this is done in a secure way and should seek a receipt from the new school.

Parents are entitled to view their own child's documents. All information must be kept confidential between all parties involved.

14. Reviewing the SEND Policy

The SENDCo will review the SEND policy annually to ensure it complies with all current legislation and guidelines set by the Government. The reviewed policy will then be passed to Governors for discussion and approval.

15. SEN Information Report

Our contribution to the local offer can be found:

Special Educational Needs - Rendell Primary School - Loughborough

Our local authority's local offer is published here:

What is the Local Offer | Leicestershire County Council

16. Links with other Policies and Documents

Accessibility

Please refer to existing policy which can be found on the school's website https://www.rendellps.leics.sch.uk/policies

Dealing with Complaints

Please refer to existing policy which can be found on the school's website Policies - Rendell Primary School - Loughborough

Anti - Bullying

Please refer to existing policy which can be found on the school's website Policies - Rendell Primary School - Loughborough

Inclusion

Please refer to existing policy which can be found on the school's website Policies - Rendell Primary School - Loughborough

Behaviour

Please refer to existing policy which can be found on the school's website Policies - Rendell Primary School - Loughborough

Agreed by Governors
Review date October 2027

Signed by Chair of Governors_____