



Fleckney C of E Primary School

Together we make learning an adventure

Fleckney C of E Primary School SEND Information Report for 2023-2024

Part of the Leicestershire Local Offer for Learners with Special Educational Needs and Disabilities (SEND)

School name: Fleckney C of E Primary School

Address: Batchelor Road,
Fleckney.
Leicestershire.
LE8 8BE

Telephone number: 0116 2402288

Name of Head teacher: Mr T. Leah

Name of SENDCo: Mrs J. Goode

Contact details: fleckneyprimary@fleckney.leics.sch.uk

Website address: www.fleckney.leics.sch.uk

Age range: 4-11

Date of last inspection: 7th and 8th March 2012

Outcome of last inspection: Outstanding

Total number of pupils with special educational needs at setting: 88

Total number of pupils receiving additional learning support: 88

Welcome to our SEND information report which is part of the Leicestershire Local Offer for Learners with special needs. This mainstream school setting aims to ensure the social and academic inclusion of all its pupils and to provide a broad and balanced curriculum at an appropriate level through which they will acquire the basic skills and attitudes to meet new challenges with confidence.

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

At Fleckney C of E Primary School, we embrace the fact that every child is different, and therefore, the educational need of every child is different; this is certainly the case for children with Special Educational Needs.

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Mrs. Jennifer Goode (SENDCo) to discuss your concerns.

1. The kinds of special educational needs for which provision is made:

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEND as follows:

“A child or young person has SEN if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of others the same age, or*
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions.”*

Differentiation takes place in the mixed ability setting through individual tuition, small group tuition, classroom support and structured material resources.

When a child is identified by the class teacher as potentially having Special Educational Needs, they will then contact the parents/carers for an assessment meeting to discuss the pupil's strengths, areas of difficulty, the parents'/carers' views, agreed outcomes and next steps. The next steps will then be planned between the teacher through targeted differentiation and, if required, the teaching assistant for targeted intervention. The intervention will be monitored by the SENDCo and the class teacher and a review of the Educational Support Plan will take place three times a year.

If the pupil is still not making the desired progress, they may be transferred to an Educational Support Plan to monitor the impact of the intervention and advice from external agencies (if required).

The Local Authority has created an SEN Toolkit to provide help and support to parents/carers. This Toolkit can be used to better understand the resources available to schools and also provides a step-by-step guide for the SEND Process.

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/education-and-childcare/send-support-in-schools/inclusive-practice-toolkit>

In order to ensure the earliest recognition of a pupil's special educational needs, this school has adopted an additional stage called Early Identification. Appropriate work and resources are provided to support individual pupils. Targets for improvement are set and progress is closely monitored by the class teacher and the SENDCo. Parents will be kept informed at all times.

To help the pupil's transfer to High School, staff are advised at an early stage of any child who has Special Educational Needs and special meetings with the High School staff and parents can be arranged. An enhanced visit for the pupil is usually a part of this process.

Once identified, the pupil may receive support in English, Maths, communication and language, physical therapy, emotional and mental health support, dyslexia/dyscalculia and also if a child has been diagnosed with Autism Spectrum Disorder. When necessary we seek help and advice from specialist agencies including the Educational Psychology Service and Specialist Teaching Service. Should it be considered appropriate, the school will request a statutory SEND assessment at the end of which process the child may be issued with an Education, Health and Care Plan (EHCP).

2. Information about policies for the identification and assessment of pupils with special educational needs:

The benefits of Early Identification are widely recognised. Special Educational Needs mean that a pupil requires different from or additional to that which is normally available to all pupils. Class Teachers will use their assessment to identify pupils whose progress:

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

Our first response to a pupil's learning will always be Quality First Teaching which will be targeted at areas of difficulty. If the gap continues to widen, the pupil will be monitored by gathering evidence compared to the work of their peers – this will include the views of the parents and the pupil. During the information gathering period, interventions will be put in place to secure better progress and either an Educational Support Plan and (if appropriate) a SEND Support Plan will be put into place.

At Fleckney CE Primary, we have trained teaching assistants who can administer the Dyslexia Screening Test which will highlight pupils who are 'at risk' from showing signs of dyslexia. If the screening shows that a pupil is 'at risk' then intervention will be put in place either the Toe-by-Toe programme of whole word recognition, Literacy Gold (a computer based reading programme, with an additional focus of Engaging Eyes - for working on muscle weakness in the eyes of children who struggle with reading).

If a pupil continues to make less than expected progress or continues to work at levels substantially lower than that of their peers despite support and interventions, then an external agency will be involved. The SENDCo will work in conjunction with the class teacher to gather evidence and decide which external agency would be the best fit to suit the individual needs of that pupil. The teacher and teaching assistant will then use the strategies suggested by the external agency and review as part of the graduated approach:

Assess – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments including PIVATs - A small steps assessment for children with SEND (if required).

Plan – this stage identifies the barriers for learning, intended outcomes and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an SEND Support plan or Education Support Plan and will form the basis for review meetings.

Do - providing the support – extra assistance for learning – as set out in the plan.

Review – measuring the impact of support provided, and considered whether changes to that support need to be made. All of those involved – learner, parents/carers, teacher, SENDCo and outside agencies contribute to this review. This stage then informs the next cycle.



The Role of the SENDCo:

- * Must be a qualified teacher working at the school.
- * Must have achieved a postgraduate National Award in Special Educational Needs Coordination.
- * Oversee the day-to-day operation of the SEND policy.
- * Coordinate provision for pupils.
- * Liaise with parents of pupils with SEND.
- * Liaise with Early Years providers, next phase settings and external agencies.
- * Ensure that records are kept up to date.

The SENDCo is Mrs. Jennifer Goode – contact details are as above.

3. Information about policies for making provision for pupils with SEND whether or not pupils have an Education Health and Care Plan
a) How we evaluate the effectiveness of provision for such pupils:

If a learner is identified as having SEND need, we will provide support that is **additional to or different from** the differentiated approaches and learning arrangements normally provided as part of high quality, individualised teaching intended to overcome the barrier to their learning. This support is set out in the individual school's whole school Provision Map, which documents the support that is to be put into place.

The progress of pupils with SEND is analysed each term by the SENDCo, after class assessments and this information is shared with the Governors through an SEND Governor and Headteacher's reports. If the school judges that the impact on learning is not sufficient, they will seek advice from external agencies and from other schools in order for the best fit intervention and support for that individual pupil to be implemented. The parent of the pupil with SEND will be involved at every stage.

b) Fleckney CE Primary's arrangements for assessing and reviewing the progress of pupils with Special Educational Needs:

Pupils with SEND along with their peers are assessed termly and this information is used to update interventions and the support needed. This information will be shared with parents three times year at Parents Evening or a pre-arranged time. This meeting will give parents the opportunity to record their concerns, be updated on their child's progress/attainment and help to agree outcomes for the pupil in order to prepare them best for the next phase of their education e.g. FS to KS1, KS1 to KS2, KS2 to KS3. The agreed targets will then be written onto an Educational Support Plan which will be reviewed termly. Where necessary, children will have an SEND Support Plan based on targets set by outside school / outside agencies specific to their needs with the intention of accelerating learning

and to close the gap. Progress against these targets will be reviewed regularly, evidence of judgments assessed and a future plan made.

Certain children may have attainment lower than National Curriculum expectations and their progress will be monitored using PIVATs assessments. These assessments will then inform planning or interventions/classroom work and targets for the child.

The progress of children with an EHC Plan (Educational Health Care Plan) will be formally reviewed at an Annual Review with all adults involved with the child's education.

Of course parents do not have to wait until these meetings to discuss the progress, targets and any concerns they may have for their child. This can be done informally by contacting the school office to make an appointment with the class teacher or SENDCo. If required, a Home/School book will be used for information about things that may have happened at school and for the parent to share any information about things that have happened at home.

c) Fleckney CE Primary's approach to teaching pupils with special educational needs:

When a pupil has been identified as having Special Educational Needs, the first step is to target their areas of difficulty through quality first teaching (QFT) and this is differentiated so that the pupil's individual needs are addressed.

If the pupil requires additional support and intervention, this will be planned by the teacher and teaching assistant and will be monitored by the SENDCo.

If external agency support is required, the pupil will be given a SEND Support Plan, which will provide details of the views of the pupil, their attainment over time and current, any advice given by an external agency, health needs, social care needs, agreed outcomes and provision for Education, Health and Social Care.

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHCE curriculum to support this development. However, for those children who find aspects of this difficult we offer:

- ELSA Support – referred by the class teacher for Emotional/Wellbeing targeted support
- Drawing and Talking and Advanced Drawing and Talking (see link on website under Mental Health and Wellbeing)
- Wellbeing support/coaching
- Construction club support
- Lunch time and play time support
- Individualised programmes of work including activities to complete at home
- Access external agencies and professionals and follow their advice

The school benefits from a Behaviour Policy with clear rewards and sanctions and in each class the exact same rules are applied. In respect of Anti Bullying, there is a policy in place that has been drawn up with staff and pupils and is accessible to Parents. As part of the curriculum, the school plans activities during Anti Bullying week and each year sets out to Parents its core principles regarding inappropriate behaviours and bullying.

Any pupils with additional medical needs are well catered for at Fleckney CE Primary School. All medical requirements are requested from parents prior to admission and these are added to the

school medical needs folder. All medicines are kept in individual sealed containers in a locked cupboard that are accessible to appropriate members of staff.

There are various opportunities for pupils to have a voice on decision making in the school. The school has a proactive school council that meet regularly. Prior to SEND review meetings, pupils have the opportunity to share their views or they have the choice to be a part of the meeting.

In all year groups, teachers, HLTAs and TAs have been judged to be outstanding at providing a well-balanced curriculum. As Ofsted stated:

“This is an outstanding school where pupils achieve exceptionally well. It is held in extremely high regard by parents and carers, not just because of pupils’ impressive academic achievement, but also for the exceptional standards of care and the well-rounded education it provides for all pupils.”

d) How Fleckney CE Primary School will adapt the curriculum and learning environment for pupils with Special Educational Needs:

The mission statement of our school talks of valuing the individuality of all our children. We are committed to giving all our children every opportunity to achieve their potential. We do this by taking account of pupils’ varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations of all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet the needs through:

- * setting suitable learning challenges;
- * responding to children’s diverse learning needs;
- * overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- * providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children (This includes speech and language mobility training).

We achieve educational inclusion by continually reviewing what we do through asking ourselves these key questions:

- * Do all our children achieve their best?
- * Are there differences in the achievement of different groups of children?
- * What are we doing for those children who we know are not achieving their best?
- * Are our actions effective?
- * Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

The school is fully compliant with DDA requirements.

The main school is on one level with easy access, double doors, wall handles and ramps. The annexed school building is two levels with a lift to ease access to the top level.

There are five disabled toilets and changing facilities.

We ensure where ever possible that equipment used is accessible to all children regardless of their needs. The SENDCo manages an SEND budget, used to ensure that all pupils have access to the very best equipment.

In respect to pupils with English as an additional language we access support from the EAL advisor and follow their recommendations.

Extra-curricular activities are accessible for children with SEND.

e) How Fleckney CE Primary School will provide additional support for learning that is available to all pupils with special educational needs:

Additional support can mean that the pupil will receive small group support in lessons, withdrawal from lessons/certain assemblies for intervention or use of aids which will help their learning. If a child potentially needs extra support, the class teacher will inform the SENDCo and the SEND cycle will begin with assessment and evidence gathering.

Access arrangements can also be made for public examinations. Access arrangements may be appropriate for a child:

- * with a statement of SEND as described in the SEND code of practice or a local equivalent such as an Individual Pupil Resourcing Agreement (IPRA);
- * for whom provision is being made in school using the School Action or School Action Plus aspect of the SEND code of practice and whose learning difficulty or disability significantly affects their ability to access the tests;
- * who requires alternative access arrangements because of a disability (which may or may not give rise to a special educational need);
- * who is unable to sit and work for a long period because of a disability or because of behavioural, emotional or social difficulties; or
- * with EAL and who has limited fluency in English.

Some examples of access arrangements are below. A full list of access arrangements and information about each one is available on the DfE's website.

- * Opening test materials more than one hour early to allow schools to make adaptations to the text or to prepare apparatus
- * Allowing a child additional time to complete the test
- * Granting a child compensatory marks if he or she has a profound hearing impairment and does not use lip-reading or a signing system
- * Allowing a child to use a scribe, for example if he or she is unable to write or finds writing very difficult or uncomfortable
- * Making a transcript if a child's writing is very difficult for a marker to read
- * Delivering a translated version of the mental mathematics test to a child with limited fluency in English

f) Activities that are available for pupils with special educational needs in addition to those in accordance with the curriculum:

Fleckney CE Primary School has a wide range of after-school and extra-curricular activities from Art to Sport, all children within the school, regardless of ability and/or Special Educational Needs or Disabilities are entitled to attend (unless otherwise stated e.g. Gifted and Talented workshops).

We also have access to a Breakfast and After-School club, which is independently run on the premises. The After School Club contact: Suzanne Bottrill 07791 259905 foscle8@yahoo.co.uk.

We pride ourselves on an inclusive view towards residential visits. We work with parents to ensure that, if a child with SEND would like to attend, we will do our best to make that happen by ensuring any modifications, reasonable adjustments are made to enable all children to get the most out of the visit. If pupils with SEND are involved in an out of school visit or residential, planning by the class teacher will take place from the start of the academic year. Once the school has identified the needs

of SEND pupils, the SENDCo and Head teacher decide what resources/training and support is needed.

g) Support that is available for improving the emotional and social development of pupils with special educational needs:

At Fleckney CE Primary School, we provide pastoral support through class teachers and teaching assistants for all pupils including those with SEND. If required, we have a School Nurse that we can contact for additional support and advice. We also have an ELSA (Emotional Literacy Support Assistant) to cater for Emotional Health and Well-being. If/when needed we can refer to Early Help for intervention from the Local Authority or the Duty Officer for Social Services via the Designated Senior Person.

We are bound by Code of Practice for administering medicines. This is regularly updated and informed into school via the Leicestershire Traded Services Website and email. All members of staff receive Safeguarding training annually.

4. The name of and contact details of the SEND co-ordinator / Manager of Special Educational Needs or Disabilities (SEND)

SENDCo: Mrs Jennifer Goode
Fleckney CE Primary School
Fleckney
Leicestershire
LE8 8BE

Tel: 0116 2402288
email: fleckneyprimary@fleckney.leics.sch.uk

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured:

All staff are able to access training which will best equip them to cater for all pupils regardless of SEND or ability. If extra training is required to meet a particular pupil's needs, the SENDCo/Head teacher will inform the member of staff of the relevant training and ensure their participation which will then be cascaded to all staff if appropriate.

If a pupil is to come to our school whose needs we haven't encountered before, we will ensure that we have all the current information from parents and the pupil and any agencies that have been involved and ensure that staff have the relevant training to update their skills so that the child's individual needs will be addressed.

The SENDCo can access a range of external agencies including Health (Speech and Language Therapist, Occupational Health, Paediatrician (via GP referral), Physiotherapist, Specialist Health Visitor, Diana Service, Audiology), Children and Family Wellbeing Service, Specialist Teaching Service (including Autism Outreach), Educational Psychology Service.

The following are the training sessions pertaining to SEND that the whole staff have received or are about to receive:

Catch Up Literacy
Epipen/Jext and Asthma
Makaton
Safeguarding Children in Education
Selective Mutism
Developmentally Young in Early Years
Improving Access Participation and Achievement
Understanding Bereaved Children
Autism Education Trust (Making Sense of Autism, Good Autism Practice, Leading Good Autism Practice)
Emotional Wellbeing
Dyslexia
'R' Time
Language and Literacy SEND Conference
Social and Communication Group
Epilepsy Care Plan

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured:

Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school fully meets the requirements of the amended Disability Discrimination Acts that came into effect in September 2002, 2005 and 2010. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.

The school is committed to providing an environment that allows disabled children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access. We have specialist desks and chairs for pupils with limited motor-coordination skills. Our Access Plan identifies how we intend to increase the extent to which disabled pupils can take advantage of all that our school has to offer.

Teachers modify teaching and learning expectations as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials. In their planning, teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work undertaken by disabled children:

- * takes account of their pace of learning and the equipment they use;
- * takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- * is adapted or offers alternative activities in those subjects in which children are unable to manipulate tools or equipment, or use certain types of materials;
- * allows opportunities for them to take part in educational visits and other activities linked to their studies;
- * includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually impaired children both to learn about light in science, and also to use visual resources and images both in art and design and in design and technology;

- * uses assessment techniques that reflect their individual needs and abilities.

After receiving advice from external agencies, e.g. Physiotherapy/Occupational Therapy, we obtain training and administer exercises as advised using steps, Gym balls, wobble cushions etc.

We also have sensory equipment which can be used for children with ASD, ADHD, ADD etc.

7. The arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their child:

The school works closely with parents and carers in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents and carers. The home-school agreement is central to this. Parents and carers have much to contribute to our support for children with special educational needs.

The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. A named governor takes a particular interest in special needs and is always willing to talk to parents and carers.

We have regular meetings each term to share the progress of special needs children with their parents or carers. We inform the parents/carers of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

There are a range of opportunities for parents to discuss progress including Parents Evenings, open afternoons, parent reading sessions.

Staff can make themselves available to discuss any pupils including those with SEND, if an appointment is made through the school office.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education:

Pupils are asked to comment on and review their progress at the termly, ESP update meetings (either by telephone or in person) and through Annual Reviews for Education Health Care Plans.

The ideal is to lead up to 'real participation' where the children have an idea of the areas of difficulty and where they want to be by the end of KS2. Obviously, the younger the child, the more adult-initiated this will be.

If a child is referred to the Educational Psychology Service, their views will also be recorded as part of the Educational Psychologist's report.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at the setting:

We strive to provide a good education for all our children. The Headteacher and staff work very hard to build positive relationships with all parents and carers. However, the school is obliged to have procedures in place in case there are complaints by parents or guardians. The following policy sets out the procedures that the school follows in such cases.

We deal with all complaints in accordance with procedures laid down by the LA. If the school itself cannot resolve a complaint, those concerned can refer the matter to the LA.

If a parent is concerned about anything to do with the education that we are providing at our school, they should, in the first instance, discuss the matter with their child's class teacher. In our experience, most matters of concern can be resolved positively in this way. All teachers work very hard to ensure that each child is happy at school, and is making good progress; they naturally want to know if there is a problem, so that they can take action before it seriously affects the child's progress.

Where parents or carers of a pupil with SEND feel that a situation has not been resolved through contact with the class teacher, or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the SENDCo or Headteacher. The SENDCo/ Headteacher considers any such complaint very seriously and investigates each case thoroughly. Most complaints are normally resolved by this stage.

Should any parents or carers have a complaint about the Headteacher, they should first make an informal approach to one of the members of the governing body, who is obliged to investigate it. The governor in question will do all s/he can to resolve the issue through a dialogue with the school, but if parents or carers are unhappy with the outcome, they can make a formal complaint by making it in writing addressed to the Chair of Governors: Mr Clive Weston CWeston2@fleckney.leics.sch.uk

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils:

Educational Psychology Service - Accessed through the SENDCo via the EPS Referral Process.

Health Services - Accessed through the SENDCo via SPoC (Single Point of Contact) Referral.

Community Paediatrician – Accessed via the child's GP (we can provide a supporting letter if needed)

Specialist Teaching Services - Accessed through the SENDCo via Referral.

Specialist Assessment for Dyslexia and other Specific Learning Difficulties - Accessed through the SENDCo via Referral.

Supporting Leicestershire Families/Social Services/Counselling/ Early Help - Accessed via the Headteacher, Deputy Headteachers or SENDCo.

Autism Outreach - Accessed after diagnosis through the SENDCo.

11. The contact details of support services for the parents and carers of pupils with special educational needs, including those for arrangements made in accordance with clause 32:

Educational Psychology Service - Accessed through the SENDCo via the EPS Referral Process.

Health Services - Accessed through the SENDCo via SPoC (Single Point of Contact) Referral.

Community Paediatrician – Accessed via the child's GP (we can provide a supporting letter if needed)

Specialist Teaching Services - Accessed through the SENDCo via Referral.

Specialist Assessment for Dyslexia and other Specific Learning Difficulties - Accessed through the SENDCo via Referral.

Supporting Leicestershire Families/Social Services/Counselling - Accessed via the Headteacher.

Autism Outreach - Accessed after diagnosis through the SENDCo.

Early Help – either Self-Referral or see the SENDCo for more information/professional's referral

SENDCo: Mrs Jennifer Goode

Tel: 0116 2402288

email: fleckneyprimary@fleckney.leics.sch.uk

It is the Local Authority's duty to provide advice and information to CYP and parents relating to SEND of CYP concerned.

Details of the Local Authority's Local Offer can be found on this website:

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

12. The setting's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living:

When a pupil with SEND is due to transfer to the next phase of education e.g. KS2 to KS3. The SENDCo will arrange for all pupils with SEND to have an additional visit where their questions can be answered in a small group situation. All the information on the specific details of the individual needs of the pupil will be communicated to the next school's SENDCo and they will arrange a meeting with the parents so that their concerns will be addressed.

Extra support is also available leading up to the transfer from The Kibworth School's SENCo and any external agencies who are already involved.

Timescale - the information is passed to the SENDCo of the High School in March/April who will then meet with parents.

The additional visit usually takes place in June.

13. Information on school/college contribution to the publication of the local authority's local offer:

Information about this school's Local Offer and other SEND information is published on the school website <http://www.fleckney.leics.sch.uk>

An informative video about the Local Authority's Local Offer can be found by following this link:

<https://www.youtube.com/watch?v=KQd-fob5sRo&t=4s>

Further information can be found by following this link to an interactive flyer:

<https://www.leicestershire.gov.uk/sites/default/files/field/pdf/2021/8/25/SEND-Local-Offer-flyer.pdf>

Or by following this link to the Leicestershire Local Offer Website:

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

The Inclusive Practice Toolkit, as mentioned previously can be found by following this link:

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/education-and-childcare/send-support-in-schools/inclusive-practice-toolkit>