

Stronger Together



BRADGATE
Education Partnership

Ratby Primary School

SEN Information Report

Approved by: Trust Board [11th September 2024]

Report produced by: Sally Hurn

Review Date: [September 2025]

Ambitious
Collaborative
Ethical



This Information Report has been prepared by Sally Hurn at Ratby Primary School and approved by the Board of Trustees on 11th September 2024 for publication on the website.

The SEN Information Report is part of a wider suite of documents relating to SEN, disability and inclusion which can be found on our website. In particular, it should be read alongside the school's SEND policy.

The school makes provision for the following kinds of SEND

- At Ratby Primary we endeavour to secure special educational provision for pupils, for whom this is required, that is 'additional to and different from' that which is provided for through a high quality adapted curriculum and quality first teaching and aims to better respond to the 4 areas of need, identified in the new Code of Practice Sept 2014:
- **Communication and Interaction e.g.**
 - Difficulties with receptive or expressive language
 - Difficulties with peer relationships
 - Attention difficulties
 - Autistic Spectrum difficulties
- **Cognition and learning e.g.**
 - Memory and sequencing difficulties
 - Processing difficulties
 - Difficulties with organisational skills
 - Fine and gross motor skills
 - Difficulties in developing certain concepts
 - Dyslexia, Dyspraxia, Dyscalculia
- **Social, emotional and mental health e.g.**
 - o Anxiety or depression
 - o Low self-esteem
 - o Issues with self-image
 - o ADHD/ADD
 - o Behavioural/emotional difficulties
- **Sensory/Physical e.g.**
 - o Hearing impairment
 - o Visual impairment
 - o Specific medical conditions
 - o Accessing the curriculum without adaptation
 - o Physically accessing the building(s) or equipment.



	<ul style="list-style-type: none">o Sensory needs, under or over sensitivity to sight, sound, smell, touch, taste, and balance and movement. <p>We are currently catering for a range of needs including autistic spectrum disorder, ADHD, dyslexia, dyscalculia, speech, language and communication difficulties, visual and hearing impairment and other general learning difficulties.</p>
The school identifies and assesses SEND by:	<p>How are children with special educational needs identified?</p> <p>A pupil has SEN where their learning difficulty or disability calls for special educational provision to be made for them, that is provision different from or additional to that normally available to pupils of the same age.</p> <p>A pupil has a learning difficulty or disability if the child:</p> <ul style="list-style-type: none">o Has a significantly greater difficulty in learning than most others the same age, which means they require additional and different provision to that which we provide in our standard teaching (Quality First teaching and adaptive teaching). Children who have special educational needs are unable to make progress without this additional and different provision because they have a significant special educational need.o Has a disability which prevents or hinders them from making use of the facilities of a kind generally provided for others of the same age in mainstream schools. <p>For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop.</p> <ul style="list-style-type: none">• The identification of SEN is built into our overall approach to monitoring the progress and development of all pupils. Class teachers will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings. Class teachers then make regular assessments of progress for all pupils identifying in particular where pupils are



making less than expected progress given their age and individual circumstances.

Pupils are monitored through half termly pupil progress meetings with the head teacher, class teacher and SENCo where appropriate. Pupils are monitored through termly reviews of their Learning Plans on Provision Mapping. In addition to this, regular professional conversations with the SENCo, Class Teachers and Learning Support Assistants assist the monitoring process. Where a pupil's progress is causing concern, this may be characterised by progress which:

- is **significantly** slower than that of their peers starting from the same baseline
- fails to respond to Quality First Teaching and adaptive teaching including small group work
- is unable to make progress without more long term (over a year) specialised support in a small group or 1:1
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap
- this can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs.

Parents may also sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support.

The SENCo is qualified to undertake a range of standardised tests with children. She can use these assessments to add to and inform teachers' own understanding and assessments of a child.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. It may sometimes be necessary for school to work alongside other education



and/or healthcare professionals for a diagnosis to be agreed. These professionals may include;

- Speech and language therapists
- Educational Psychology Service
- Community Paediatricians
- Physiotherapists
- Occupational Therapist
- Specialist Teaching Service
- Autism Outreach Support Team

Not all children who have received a diagnosis of, for example, ASD or dyslexia automatically qualify for special **educational** needs support as they may not have a **significantly greater difficulty in learning**, which requires **special provision** which without they **wouldn't make progress**. It depends on the individual child, not the disability or disorder.

What should I do, as a parent/carer, if I think my child may have special educational needs?

If you have concerns regarding your child's development or academic progress then please initially speak to your child's class teacher. If necessary, they will then discuss your concerns with Mrs Hurn, our SENCo. Mrs Hurn, will make an appointment to discuss your concerns and decide, what action, if any needs to be taken. Where a pupil's needs are persistent, the class teacher will complete an initial concerns checklist and arrange to meet with the SENCo. At this meeting, the requirement for additional fine-tuned assessments will be ascertained. Parents will be invited to attend this meeting and share their perspective. Where appropriate, the child's views will be sought. If, because of this process, it is clear that different and additional provision is required to meet the child's needs as progress is not possible without it, the child will then be placed on the school SEN register at 'SEN Support'.



How will my child be supported once their needs have been identified?

Once a child has been identified as having Special Educational Needs children and their families are supported in the following ways;

SEN Support

- Initially parents are invited in to school to meet with the SENCo to produce a 'Pupil Passport' page which is used to record the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. This is completed with the child, parent and class teacher and acts as a guide to teachers, parents and support staff in school. The 'Pupil Passport' is completed using a Provision Mapping Tool. The Provision Mapping Tool is also used to create a Learning Plan with longer term outcomes for the child and then specific and challenging targets for the child to achieve in a term with suggestions on how these targets might be achieved (provision). Personalised provision and/or specific intervention (which may be 1-1 or in a small group) is put in place to enable the child to achieve these targets.
- The teacher or learning support assistant records a short comment about progress made towards each of the targets on the Learning Plan.
- Termly, parents are invited in to review the targets included in the Learning Plan and the personalised provision in place for the child. These are discussed with children and parents and agreed next steps/targets are agreed and recorded.
- At these meetings parents will be able to discuss the best ways in which they can support their child at home. We actively encourage parents to be involved in their child's education and welcome their contributions to provide the best opportunities for the children.
- Children are invited to the review meetings where appropriate. A child's views will always be heard and recorded at the level appropriate to them.



- The 'Pupil Passport' page is updated every September. Sometimes it may be necessary for this information to be updated during the year.

Examples of our "Pupil Passport" and Learning Plans can be found in our SEN Policy.

For more information about SEN Support:

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

SEN Support Plan

If children are making very little progress, in spite of high quality, targeted support through 'SEN Support' i.e a Learning Plan, and are showing increased levels of need and involvement from external agencies, an 'SEN Support Plan' will be put into place to access resources over and above that the school is able to provide, such as Special Educational Needs Intervention Funding (SENIF) from the Local Authority, which will need to be agreed by the Special Educational Needs Assessment Service (SENA). This may be in the form of extra staffing, ICT support, visual aids etc. according to the needs of the child. Parents, the child and the school will devise this plan together.

An example of an SEN Support Plan can be found here, towards the bottom of the page, titled 'SEN

Support Plan – schools and colleges:

<https://resources.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/support-for-schools/assessment-of-sen-sena>

Education and Health Care Plan (EHC Plan) / Statement

If children fail to make progress, despite high quality, targeted support at SEN support plan level, we may apply for the child to be assessed for an 'Educational Health Care Plan (EHCP)'. Generally, we apply for an EHCP if:

- The child has a disability which is lifelong and which means that they will always need support to learn effectively.



- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.
- The child fits the 'Criteria for Assessment' outlined by SENA.

<https://resources.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/support-for-schools/assessment-of-sen-sena>

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

Specific Interventions / Provisions

As part of your child's 'personalised provision' they may be supported by a specific intervention, this may be individually or as part of a small group of children of a similar ability. These may include a particular resource that help to facilitate access to classroom learning. These interventions last for a specific amount of time and children's progress is monitored and reviewed carefully. Your child's progress will be discussed with you at the termly/annual 'School Support' 'SEN Support Plan' or EHC Plan review. The interventions will be run by a Learning Support Assistant or ELSA/Pastoral Assistant that has had the appropriate training and is supported by the SENCo and Class Teacher. They run mainly in the afternoons to minimise disruptions to English and Maths lessons.

The interventions that we may include:

Area of Need			
Communication & Interaction	Cognition and Learning	Social, Emotional and Mental Health Difficulties	Sensory and/or Physical Needs
			Sensory Circuits



	<p>Social Communication Group</p> <p>Speech and Language Therapy (SALT)</p> <p>LEGO Therapy</p>	<p>School Led Tutoring</p> <p>Pixl Therapies</p> <p>Literacy:</p> <p>Nessy Reading and Spelling Dyslexia (online)</p> <p>Talking tins</p> <p>Toe-By-Toe (dyslexia intervention)</p> <p>Right to Read Y2 & Y6</p> <p>Daily Readers</p> <p>Comprehension Intervention</p> <p>Precision Teaching</p> <p>Key Stage 1 Twinkl Synthetic Phonics</p> <p>Key Stage 2 Twinkl Code Breakers</p> <p>Handwriting KS1</p> <p>Handwriting KS2</p> <p>Writing Intervention KS1</p>	<p>ELSA (Emotional Literacy Support Assistant)</p> <p>Counsellor</p> <p>Visual Timetable</p> <p>Beyond BOXALL (behaviour strategies)</p> <p>The Amazing 5-Point Scale</p>	<p>Progression Framework</p> <p>Sensory toys:</p> <ul style="list-style-type: none">• Wobble cushion• Wedge cushion• Fidget toys• Chew toys• Screen <p>Messy Play / Sensory Play</p> <p>Physiotherapy</p> <p>Pencil grips</p> <p>Easy to grip scissors</p> <p>Vision Resources:</p> <ul style="list-style-type: none">• coloured overlays• glass reading dome• glass reading stick• coloured paper• coloured dry-wipe boards• printed copies of IWB lessons
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	<p>Writing Intervention KS2</p> <p>Maths: White Rose Fluency Bee Intervention KS1</p> <p>White Rose Fluency Intervention / Booster KS2</p>		
The school supports SEND in accordance with its policy framework which is set out at:	<p>How does the SENCo know how effective its arrangements and provision for children with special educational needs are?</p> <p>Mrs Hurn, the SENCo tracks the progress of all the pupils on the SEND Record/Register half termly through analysing data and teacher assessments, including;</p> <ul style="list-style-type: none">• Intervention programme monitoring on the Provision Map• Pupil progress meetings with class and head teacher• Pupil target reviews (Learning Plans on the Provision Map are reviewed and new targets set termly)• Small steps trackers• External agency reports <p>This information helps to track the progress of individual pupils, whether they are making progress against their targets and if the level of support they are receiving is appropriate to their needs.</p> <ul style="list-style-type: none">• Mrs Hurn will then compile an audit of pupil needs and a provision map is constructed. The provision map outlines the level of support required and for how long. It outlines which pupils will be engaged in which intervention programmes. All support staff are trained to deliver the intervention programmes appropriate to the groups of pupils they are supporting. These interventions are then timetabled by Mrs Hurn alongside class teachers to take place at		



	<p>a time that is least disruptive to their classroom learning. Pre and post intervention assessments are carried out on all the pupils on the SEN Record to ensure the interventions have had an impact on pupil progress</p> <ul style="list-style-type: none">• Mrs Hurn encourages parents to approach her whenever they have a concern so a suitable time can be arranged to meet.• Termly SEN Support review meetings with parents, the child and the class teacher take place at parents evenings in October and March. There is an end of year review in June/July. At these meetings the pupil's current levels of attainment are reviewed and next steps/targets are set. Parents will be able to discuss the best ways in which they can support their child at home.• The LAB member for Special Educational Needs is, Mrs Rebecca Miles.• Yearly, Mrs Hurn devises a Special Educational Needs Development Plan which focuses on certain areas of provision to monitor and evaluate during the year the outcomes of which are used, where necessary, to make improvements to provision and to plan staff training. These areas include policy, pupil progress, the quality of target setting, quality of teaching and support, staff and pupil attitudes, parent attitudes, human and material resources, staff professional development, accommodation and environment.• Our SEN policy has been drawn up in consultation with the staff, parents and governors. It is monitored through discussion with the governor responsible for Special Educational Needs and Disabilities. The following criteria help the governors, head teacher and SENCo evaluate the success of the education we provide:<ul style="list-style-type: none">- The existence of accurate, up to date record keeping- Feedback from parent and pupil questionnaires.- Parental requests for the school to be named on the pupil's statement of SEN.- The number of pupils for whom a statement/EHCP of SEN is no longer necessary, or the number of pupils remaining at a stage of assessment or reverting to the previous one.- OFSTED inspection reports and SEND audit processes.
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- Inclusion of SEND issues in development planning.
 - Feedback from pupils and parents.
 - Attendance/involvement/leadership of training courses by all staff.
 - Analysis of pupil attainment (e.g. Progress over time, tracking progress)
 - Evaluations of monitoring carried out as part of a Monitoring and Evaluation Action Plan.
 - Classroom observations by SENCo/Head teacher
 - Adjustments in budget allocation to reflect changing needs.
- At Ratby Primary we value the contribution that parents make to our school policies and procedures through their knowledge and experience. Parents are invited to and pupils are involved, where appropriate, in all SEN support review meetings.

How will the curriculum be adapted to meet my child's needs?

At Ratby Primary School 'all teachers are teachers of children with Special Educational Needs'. Pupils are taught in single year group classes arranged by age. There are regular sessions of staff training which focus on a range of areas of need to develop staff understanding and provide them with skills, strategies and resources, human and material, to meet the needs of pupils in their class. Planning demonstrates adapted learning to meet the learning needs of all pupils. A range of learning styles e.g. visual, auditory, kinaesthetic, are also identified and used in teaching. It is expected that within the classroom, equal access to learning support from the class teacher is provided for all groups of learners and that not all learning support will be provided by the Learning Support Assistants. Class teachers' planning includes where adult and teacher support will be deployed during the lesson. Teachers support all groups of pupils including those with SEN during a sequence of lessons. Teachers plan to encourage pupil participation at all stages of the lesson using a variety of teaching methods. Pupils have opportunities to work as part of a class, in small groups, in pairs and individually. These grouping may be ability grouped or mixed ability encouraging pupils to support each other. Teachers provide learning opportunities for all children within this



environment and provide resources appropriate to pupils' interests and abilities.

The structures and systems in place are:

- Classroom support to increase curriculum access and pupil achievement.
- Adaptive Teaching within a mixed ability setting.
- Intervention programmes guided by a pupil needs audit from tracking pupil progress using data, assessment and reviews, and a 'Provision Map'
- Well adapted curriculum planning which incorporates a variety of learning styles to deliver the curriculum.
- Clear guidelines on behaviour with a structured reward and sanction system.

The school outlines its provision in three stages; Quality First Teaching (provision available to all pupils in school), Focussed Support (provision made for pupils who may need some additional support or intervention to attain age appropriate levels) and SEND Support / EHCP (provision for pupil on the SEN Register including those children who may have an SEN Support Plan or EHC Plan).

How will my child be included in activities outside the classroom including trips?

Pupils with SEN are given the same access to roles and responsibilities as any other child to encourage them to be confident and develop self-esteem. Pupils are represented well, proportionately in after school activities. The School has a very inclusive ethos and there is an Inclusion Policy in place to ensure this remains at the forefront of our future planning.

Pupils with a range of needs are represented well as a proportion of pupils in the school at a variety of clubs.

The school offers a wide range of extra-curricular activities and clubs.

SEND Pupils are represented in areas of additional responsibilities, such as the school council and subject ambassadors.



Risk assessments are completed by staff prior to any educational visits and where appropriate parents are invited to participate.

Learning Support Staff provide extra support for pupils with a high level of need at playtime/lunch times

How will you help to develop my child's emotional and social development?

Our school offers two ELSA's, who are Mrs Kelly Wright and Miss Georgia Hallihan. Our ELSA's provide excellent support for our children in school and are regularly supervised by an Educational Psychologist and SENCo. They mainly work with children individually or sometimes in small groups. Our ELSA's support children in:

- Loss and bereavement
- Emotional Literacy
- Self-esteem
- Social Skills
- Friendship issues
- Relationships
- Managing strong feelings
- Anxiety and worries
- Bullying
- Conflict
- Emotional Regulation
- Growth Mindset
- Social and therapeutic stories
- Problem solving

Our Classroom Learning Support Assistants also run social communication groups and 'Lego Therapy' sessions. For further information please contact Mrs Hurn.

The evaluation of the effectiveness of our provision for our children with SEND involves a range of systems. Provision Mapping lists the provisions that each child has, which is evaluated as a whole and individually through written reviews and a numerical grading system. Our baseline assessments and end of provision assessments, inform us of the effectiveness of the provisions. The assessments include individual screenings, whole class tests and baseline class assessments.



The school's SENCO's details are:	<p>Sally Hurn</p> <p>0116 2393610</p> <p>office@ratby.bepschools.org</p>
The school's staff have been trained and have expertise in the following areas:	<p>As a school, we liaise with outside agencies for training, as well as sharing our wealth of knowledge and expertise as a team within school. Additional expertise is secured when gaps arise and all staff are supported in areas needed.</p> <p>Staff have been trained in the four areas of need, including the below examples of training:</p> <p>Understanding Autism and how to support an autistic child, for example, the 5-Point Scale, Progression Framework, Social Communication Group, LEGO Therapy and other intervention training provided by Autism Outreach, such as Communication and Interaction Surgeries.</p> <p>LSA's support children with Speech and Language Therapy (SALT) in school and liaise / have training with with the SENCo and the Speech and Language Therapists.</p> <p>All staff have had Twinkl Phonics training and are qualified to run interventions.</p> <p>Other literacy interventions are carried out on a 1:1 basis with staff trained in using Toe-by-Toe, Nessy Reading and Spelling and Precision Teaching.</p> <p>CPD for maths interventions are supported by the Specialist Teaching Service at the LA, our subject leaders and the White Rose Scheme (Fluency Bee for KS1 and Fluency Intervention for KS2)</p> <p>Forest Way Special School support school with training from Specialist Teachers for vulnerable children with learning and healthcare needs.</p> <p>We are proud of our ELSA (Emotional Literacy Support Assistant) provision and currently have two ELSA's in school to support children in their emotional needs. Our ELSA's are fully trained and are supervised by Educational Psychologists (EP) and the SENCo.</p> <p>The SENCo provides training for Beyond BOXALL (behaviour strategies).</p> <p>Training for challenging behaviour is often supported by Outside Agencies and behaviour forums, such as the EP, Oakfield Behaviour Forum, Bradgate Education Partnership (BEP) Complex Pupil Forum.</p>



	<p>The Specialist Teaching Service for Hearing and Vision also train staff when they visit pupils.</p>
<p>The school will secure equipment and facilities for pupils with SEND by:</p>	<p>How accessible is the setting both indoors and outdoors?</p> <p>The school is built on one level with the offices being located on a second floor so that access via stairs is required. We have a separate Foundation Stage building with its own disabled toilet and changing facilities. The main school building offers wheelchair access to the main entrance via a ramp and electric doors. The main school building has a disabled toilet, changing bed and shower for children and a disabled toilet for staff and visitors. The Foundation Stage building is wheelchair accessible. Two classrooms, one in the KS1 and one in KS2 have been modified and are now acoustically suitable for children with a hearing impairment. Our Year Four base is located via a set of concrete steps. These have been painted with yellow lines along the edge of each step and a yellow hand rail installed.</p> <p>All year groups can be relocated to take account of the specific needs of an individual should this be necessary.</p> <p>At the end of each academic year we take advice from both the hearing and visual impairment services as to which classrooms would be most suitable for individual children for the following academic year according to their need.</p> <p>In accordance with the Equality Act 2010 the school has an 'Accessibility Plan' which shows how the school plans to improve access progressively over time and a policy for 'Supporting Pupils at School with Medical Conditions' including the administration of medication. Where equipment and facilities that are additional to or different from those already provided, the SENCo would contact the relevant health agencies e.g. Occupational therapist to ensure the appropriate equipment to support the pupils learning in school is available.</p> <p>For children with higher level needs we carry out a yearly risk assessment on the classrooms to make sure they meet that child's needs e.g. doors or high handles on classrooms where children may be a 'flight risk'.</p>



The school aims to involve the parents/carers and pupils with SEND and will do so by:	<p>Mrs Hurn encourages parents to approach her whenever they have a concern so a suitable time can be arranged to meet. Parents may contact the school office or speak to their class teacher initially.</p> <p>Termly SEN Support review meetings with parents, the child and the class teacher take place at parents evenings in October and March. There is an end of year review in June/July. At these meetings the pupil's current levels of attainment are reviewed and next steps/targets are set. Parents will be able to discuss the best ways in which they can support their child at home.</p> <p>At Ratby Primary we value the contribution that parents make to our school policies and procedures through their knowledge and experience. Parents are invited to and pupils are involved, where appropriate, in all SEN support review meetings.</p>
Any concerns or complaints raised by a parent/carer of a pupil with SEND will be dealt with by the school by:	<p>How will I be able to raise any concerns I may have?</p> <p>If you have concerns regarding your child's development or academic progress then please initially speak to your child's class teacher.</p> <p>The Special Educational Needs Co-ordinator is Mrs Hurn. Mrs Hurn works part-time at Ratby. If she is not available, a message can be left at the office. If necessary and after discussion with your child's class teacher Mrs Hurn, will make an appointment to discuss your concerns and decide, what action, if any needs to be taken. These appointments will either be arranged for before or after school or during the daytime.</p> <p>Mrs Hurn is contactable on the main school telephone number 0116 239 3610 or email at office@ratby.bepschools.org</p> <p>What should I do if I have a complaint?</p> <p>Should a parent or carer have a concern about provision made for their child, they should, in the first instance, discuss this with the class teacher and SENDCo. If the concern continues they should contact the Headteacher, who will try to resolve the matter and can advise on formal procedures for complaint.</p>



	<p>At all stages, parents are able to seek advice from the Parent Partnership Service (SENDIASS).</p> <p>If you would like further detail about Bradgate Education Partnerships' Complaint Policy, more information can be found here: https://bepschools.org/wp-content/uploads/sites/8/2024/08/BEP-Complaints-Procedure-2024-v1.pdf</p>
The school works with other agencies to support school with SEND and their families by:	<p>What specialist services and expertise are available at or accessed by the setting?</p> <p>All staff, including support staff, have attended training on Specific Learning Difficulties and Autism. All staff have then been able to use adjust their classroom practice using strategies, ideas and resources to support all learners.</p> <p>Staff working with pupils with highly individualised needs have had specific training from external agencies in Autism, Social and Communication skills, occupational/physiotherapy programmes, Speech, language and communication, hearing and visual impairments.</p> <p>Ratby Primary has a link to the County School Nursing Team, called 'Healthy Together 0-11', who offer support and advice to parents and school staff. They can be contacted via their helpline number on 03003003001 or via Mrs Hurn. Health referrals are made to the Leicestershire NHS Partnership Trust. Mrs Hurn can refer children to these services following concerns from parents and/or staff in school.</p> <p>If necessary, contact is made with the Social Services Department and Educational Welfare Service as appropriate. Referrals are made by designated members of school staff to organisations such as 'Family Help (previously Early Help)' when deemed appropriate.</p> <p>We also work with the following services: Educational Psychology, Speech and Language Therapy, Visually Impaired and Hearing Impaired teams, Physiotherapy, Occupational Therapy and Autism Outreach Team. If a school referral to these services is necessary they are made by Mrs Hurn the SENCo.</p>



	<p>Where necessary we seek advice, support and training from our local special schools including Forest Way School and Oakfield Short Stay School.</p> <p>Mrs Hurn, the SENCo has been working as a class teacher for over twenty years. She has knowledge of a wide range of special educational needs.</p> <p>Mrs Hurn attends the termly SENCo meetings at BEP (Bradgate Education Partnership), SENCO Net (Leicestershire Network Meetings) and SL Cluster (Autism Outreach). Attending these sessions ensures that SEN policies and procedures are monitored and discussed and that we are up to date with any issues or national initiatives about SEND.</p>
The school acknowledges that parents/carers of pupils with SEND sometimes need additional independent support and the local independent advice and support service can be contacted at:	<p>What other support services are there who might help me and provide me with information and advice?</p> <p>The SENCo, Mrs Hurn can support parents in accessing or providing contact details for other support services. Ratby Primary School already works closely with a range of external services</p> <ul style="list-style-type: none">• Speech and Language Therapy Service• Educational Psychology service• The Hearing Impaired Service• The Visual Impaired Service• The Autism Outreach team• The Outreach Support team at Dorothy Goodman• The Outreach Support Team at Oakfield (Oakfield Inclusion Forum and Request for Advice for more challenging behaviour)• Ashmount and Forest Way Special Schools• Social Care• Leicestershire NHS Partnership Trust via the FYPC• Early Help• Occupational Therapy service• Physiotherapy Service



	<ul style="list-style-type: none">• Supporting Leicestershire Families• Information about SEN in Leicestershire Schools and SENA (Special Educational Needs Service) can be found at https://resources.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/support-for-schools/assessment-of-sen-sena• Support regarding dyslexia can be found at https://www.bdadyslexia.org.uk/dyslexia/neurodiversity-and-co-occurring-differences• Support and information about autism can be found here https://www.autismeducationtrust.org.uk• Information about the changes to the law in 2014 can be found here: https://www.gov.uk/government/publications/send-support-easy-read-guide-for-parents• Support and information about more specific SEN issues can be found here: https://www.netmums.com/support/special-needs-support <p>Support for parents, independent of school can be accessed at http://www.sendiassleicester.org.uk</p>
The school works on transition arrangements for pupils joining or leaving the school by:	<p>How will the setting prepare and support my child to join, transfer to a new setting or to the next stage of education and life?</p> <p>We have very close links with our feeder settings and Brookvale Groby Learning Campus to ensure that pupils with SEND are known to us at transfer and known to schools to which they will later transfer.</p> <ul style="list-style-type: none">• In EYFS children come on regular visits to school from Ratby Pre-School and spend time in the Foundation Stage base with the Foundation teachers and LSA's alongside the pre-school staff. Children who are transferring from other early years settings are welcome to visit us too along with parents or setting staff. The Foundation teachers run several parent workshops in which they talk about the curriculum and routines. In addition to this visit all new starters to the school in the autumn term before admission in to school. Parents and early years providers are asked to provide details about the pupils progress strengths weaknesses and any



	<p>Special Educational Need or Disability. Where there has been involvement with the Early Years team a transition meeting is planned with the parents, teacher and SENCo prior to starting school.</p> <ul style="list-style-type: none">• The SENCo from Brookvale Groby Learning Campus (or other named school) is invited to the Annual Review of a child with an EHCP, in the Autumn Term, which precedes transfer (Year 6).• In the term before transfer the Brookvale Groby Learning Campus SENCo meets with the Year 6 teachers, Year 6 children with SEND and the Ratby SENCo to discuss and prepare for transition.• Pupils with SEND make additional visits to their new setting to help them prepare for transition, know where they can go to ask for help and meet staff who will be supporting them. Parents and children on the SEND Register are also invited to a meet the SENCo evening.• Year 6 staff work closely with Autism Outreach and are trained to support children that require an enhanced transition.• Parents are provided with information to support their child in their transition to secondary school.
The Local Offer produced by Leicestershire Local Authority is available at:	<p>https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability</p> <p>Where can I find the local authority's Local Offer?</p> <p>Ratby Primary School has published our SEND information upon the schools website and details can be found within our SEN section under "local offer," We aim to help children, young people, and parents/carers to find information and support as smoothly as possible. This information will therefore be accessible to children, young people and their parents/carers directly from our school website at: www.ratbyprimary.co.uk</p> <p>Our school intends to link closely and align itself to the local authority local offer and information about the Leicestershire's local offer regarding</p>



	SEND can be found at www.leics.gov.uk . The aims of Ratby Primary School are based on the values derived from the Statement of Principles adopted by the DfE Code Of Practice for SEND.
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