



# **SEND policy and information report 2024-25**

**Policy Author: Miss R Wilson**

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**\*Future Policy Review Date: Annually Per Term or inline required by legislation**

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## 1. Aims

Our SEND policy and information report aims to:

- set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND).
- explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

### SEND Vision statement

At Redmoor Academy, we are committed to providing an inclusive education where all students are fully included in our school community and in all aspects of school life. All staff are aware of their roles and responsibilities in supporting students with SEND and work as a team around the students to lead their learning and secure the highest educational and wider outcomes. Staff know our students well and are invested in them with all staff advocating for students with SEND. Our students are supported to develop the skills and knowledge to be able to access and enjoy their learning and to make successful transitions to higher education and employment.

At Redmoor Academy, students consistently receive the highest quality teaching with staff highly trained to meet the needs of all our students. The curriculum is ambitious and makes links to our local and wider community. Consequently, students with SEND achieve their potential, completing their journey at Redmoor Academy with excellent outcomes and ambitious goals for their futures as 21st century learners.

Our fundamental principles are:

- To ensure that the arrangements made for students with special educational needs meet the statutory requirements of the Special Educational Needs and Disability Act and Equality Act 2014.
- To support all students with SEND to make progress in all aspects of their education, regardless of their starting point, in order to achieve the best possible outcomes.
- To ensure that all students with SEND receive Quality First teaching, every lesson, every day.
- To ensure all students with SEND receive high quality, effective pastoral support to enable them to access their learning.
- To ensure that students with SEND receive educational provision, pertinent to their individual needs, which allows them to fully access a broad, balanced and relevant curriculum.
- To ensure that students with SEND are able to take part in the activities of the school including enrichment and extracurricular activities, alongside their peers who do not have SEND.
- To ensure that our students have a voice and are involved in decisions made about themselves and their education.
- To ensure that parents are kept informed about their children's progress and opportunities available to them and are involved in decisions made about their child and their education.
- To prepare and support students to be able to fully access their education and prepare them for the next stages of their life.

Adjustments will be made where necessary and where possible to enable all students for whom Redmoor Academy is the best placement, to access lessons and social time as freely as possible. Needs and adjustments will be considered on an individual basis.

## 2. Legislation and guidance

- This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:
- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report

### 3. Definitions

- A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.
- They have a learning difficulty or disability if they have:
  - a significantly greater difficulty in learning than the majority of the others of the same age,
  - a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools
- Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### 4. Roles and responsibilities

#### 4.1 The SENDCO and Assistant SENDCOs

The SENDCO is: Rebecca Wilson [rwilson@redmooracademy.org](mailto:rwilson@redmooracademy.org)

The Assistant SENDCO is: Diane Buckingham [dbuckingham@redmooracademy.org](mailto:dbuckingham@redmooracademy.org)

##### The SENDCO will:

- work with the headteacher, assistant SENDCOs and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- manage the SEND team of HLTAs and TAs.
- provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality 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, especially the local authority (LA) and its support services.
- liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- contribute to the continuing development and training of school staff.
- oversee the review and maintenance of EHCPs, Learning Plans and records for all SEND students.
- ensure the school keeps the records of all pupils with SEND up to date.

##### The assistant SENDCO will:

- coordinate provision for SEND students.
- manage the learning support on a daily basis.
- liaise with and advise colleagues on all matters relating to SEND.
- organise and maintain the records of all SEND students
- liaise with parents/carers of SEND students in conjunction with form and subject tutors, teaching assistants and others as appropriate.
- contribute to the continuing development and training of school staff.
- liaise with external agencies.
- deliver a high-quality transition programme for year 6 pupils.
- support year 11 students with the post-16 application process.

#### 4.2 The SEND governor

The SEND governor is Julie Walton [jwalton@redmooracademy.org](mailto:jwalton@redmooracademy.org)

The SEND governor will:

- help to raise awareness of SEND issues at governing board meetings.
- monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.
- work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school.

#### 4.3 The Headteacher

The headteacher will:

- work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school.
- have overall responsibility for the provision and progress of learners with SEND.

#### 4.4 Class teachers

As stated in the Code of Practice, every teacher is a teacher of SEN. Each class teacher is responsible for:

- the progress and development of every pupil in their class.
- working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching.
- working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision.
- ensuring they follow the SEND policy.
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## 5. SEND information report

### 5.1 The kinds of SEND that are provided for

Redmoor Academy strives to be fully inclusive and as such, we currently provide additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Disorder, speech and language difficulties
- Cognition and learning, for example dyslexia, dyspraxia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

Category of Need	Examples of Need	Examples of provision
Communication and Interaction	Speech, Language and Communication Needs (SLCN) Autistic Spectrum Disorder (ASD)	<ul style="list-style-type: none"> <li>• Use of the Learning Support room to help foster social relationships / provide a safe space for students.</li> <li>• Social Communication groups.</li> <li>• Extra-curricular clubs to help improve communication.</li> <li>• Direct strategies tailored to the child.</li> <li>• Use of outside agencies</li> </ul>
Social, emotional and mental health	Depression Attention Deficit Hyperactivity Disorder (ADHD) Eating Disorders Anxiety Disorders Mental Health Issues	<ul style="list-style-type: none"> <li>• Mentoring / Counselling system.</li> <li>• Use of "Drop in" system for pupils who are struggling.</li> <li>• Use of time out card</li> <li>• Use of fidget toys.</li> <li>• School counsellor.</li> <li>• Supportive Pastoral system</li> <li>• Robust staff training around SEMH.</li> <li>• Use of the Learning Support room.</li> </ul>
Sensory and Physical	Visual Impairment (VI) Hearing Impairment (HI) Multi-Sensory Impairment (MSI) Physical Disability (PD)	<ul style="list-style-type: none"> <li>• Use of the Learning Support room to provide a calm respite for pupils with sensory issues.</li> <li>• Adaption of equipment and resources.</li> <li>• Adjustments to alleviate visual stress.</li> <li>• Use of Ipads, Laptops</li> <li>• Specific TA support</li> </ul>

		<ul style="list-style-type: none"> <li>See also School Accessibility plan.</li> </ul>
Cognition and Learning	Specific Learning Difficulties (SPLD) e.g. Dyslexia, Dyscalculia, Dyspraxia Moderate Learning Difficulties (MLD) Severe Learning Difficulties (SLD) Profound and Multiple Learning Difficulty (PMLD)	<ul style="list-style-type: none"> <li>Reading Intervention.</li> <li>TA support</li> <li>Use of overlays and coloured paper.</li> <li>Targeted teaching strategies.</li> <li>Memory aides and teaching strategies to help processing difficulties.</li> <li>Outside Agency support .</li> <li>Use of a Laptop.</li> <li>Access arrangements for exams</li> </ul>

## 5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry to Redmoor, which will build on previous settings and Key Stages, where appropriate. This enables Redmoor Academy to make informed decisions as to whether a student has any Special Educational Needs and Disabilities, whether previously identified or not. We continually re-evaluate the needs of all our students to ensure their needs continue to be identified and addressed.

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

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

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

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. In addition, we also facilitate and encourage the involvement of outside agencies to promote a holistic approach for students with SEND.

## 5.3 Consulting and involving pupils and parents

We actively encourage three-way communication between students, parents/carers and school as we believe that parental support for education plays an integral part in supporting the student in their educational progress. We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

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

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

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

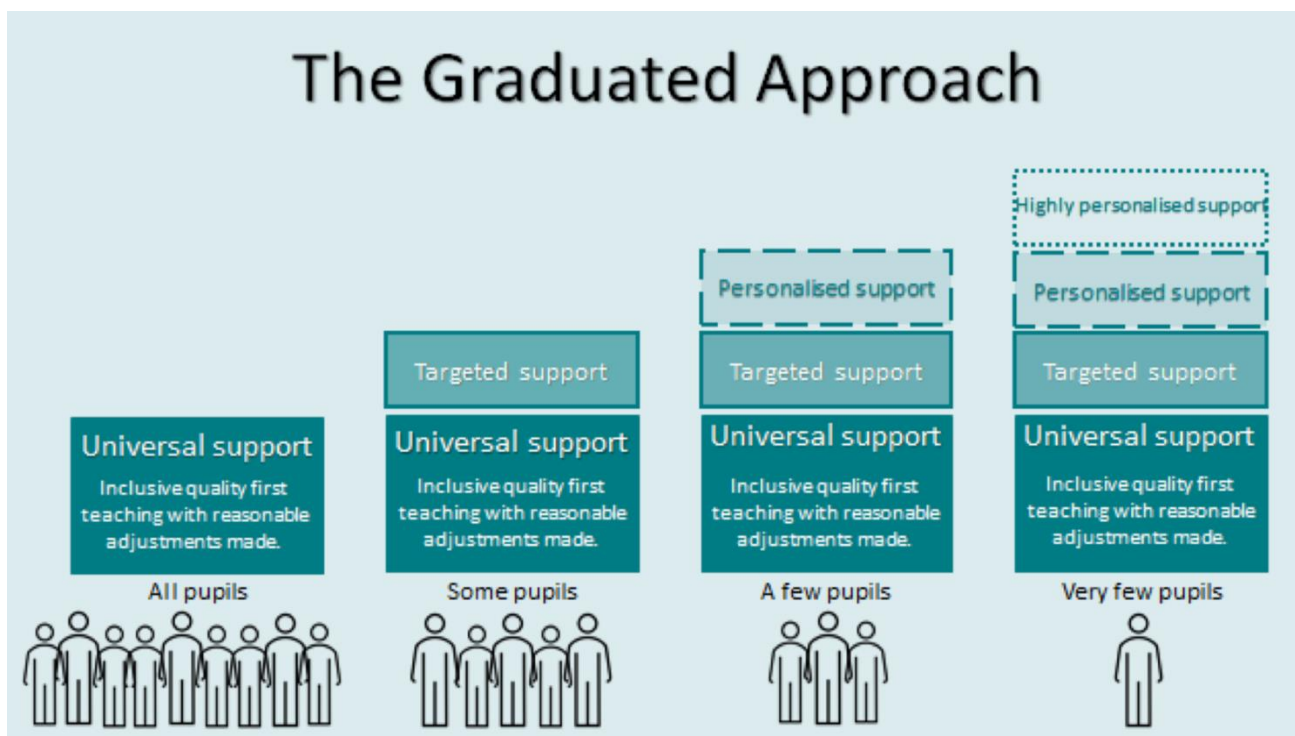
Parents/carers will receive regular reports and be invited to attend a meeting to discuss their child's progress. In addition, parents/carers of children identified as having Special Educational Needs and Disabilities will have interim reviews where they are invited into school on a one-to-one basis to discuss their child's progress with the Assistant SENDCOs or with the student's key worker. Students with an Education, Health & Care Plan will, in addition, be reviewed annually or as stated in their plan, and will have a 1:1 review meeting with the SENDCO.

We also actively encourage young people to be involved in their education and we seek the views of students with SEND through questionnaires about their schooling, learning and wellbeing. Redmoor Academy recognises that for some students it is easier to talk to their parents/carers rather than outwardly share their wishes or concerns, therefore a member of the SEND team will be available at parents' evening to allow parents/ carers a further opportunity to discuss any issues which may have arisen. Parents may also contact

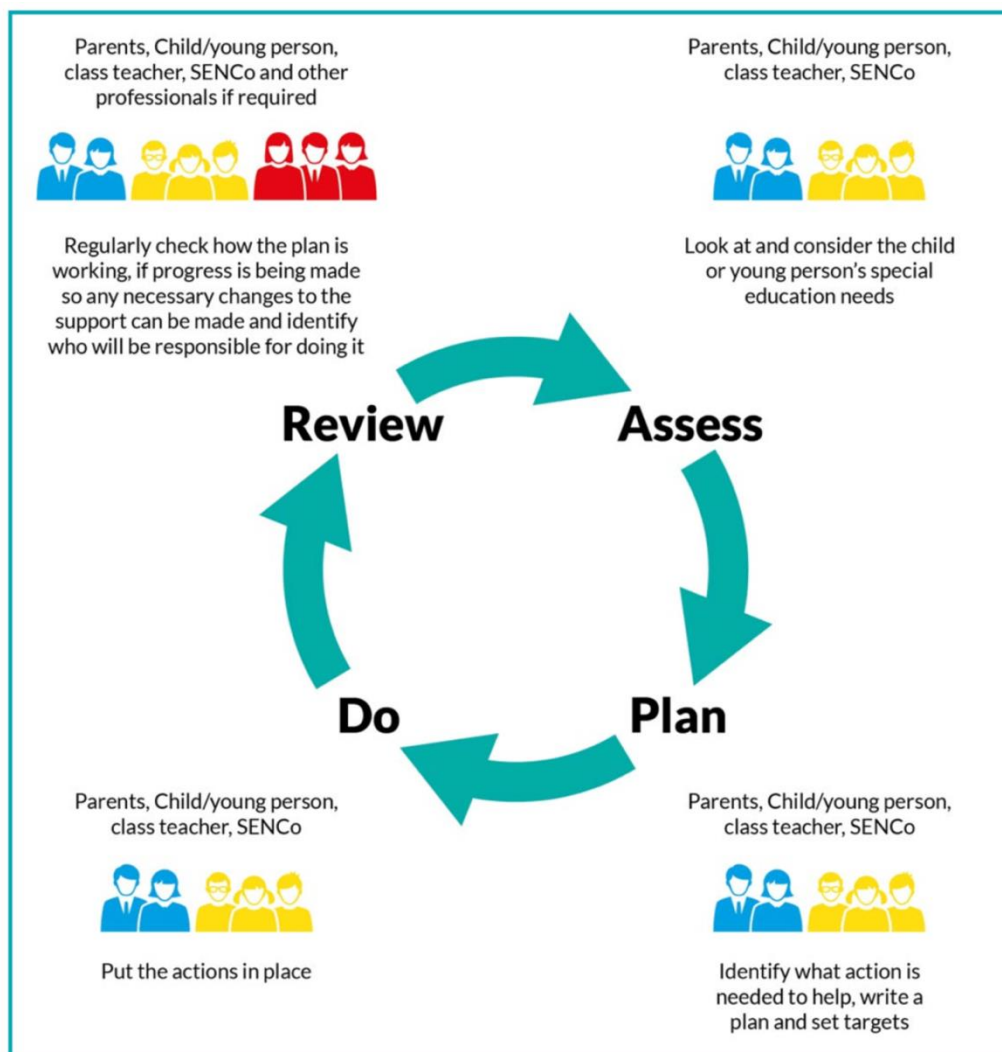
the SEND team, pastoral team, subject and form teachers directly to discuss the student's progress and raise any issues.

## 5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.







The subject will work

class or teacher with the

SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- the teacher's assessment and experience of the pupil
- their previous progress and attainment or behaviour
- other teachers' assessments, where relevant
- the individual's development in comparison to their peers and national data
- the views and experience of parents
- the pupil's own views
- advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. This is available for all teachers and adults working with the student on Class Charts via individual Student Passports. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

## 5.5 Supporting pupils moving between phases and preparing for adulthood

Redmoor Academy works very closely with local primary schools and Post 16 providers to ensure a positive transition for all students especially those with SEND. Sharing information and data between the primary schools, post 16 providers and the SEND department at Redmoor Academy begins in the summer term for students in Year 6 and in the Autumn term for students in Year 11. For Year 11 students, we will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. If a parent/carer of the child wishes to provide additional information they should contact the SENDCO via email: [rwilson@redmooracademy.org](mailto:rwilson@redmooracademy.org).



Liaison for students with an Education, Health & Care Plan commences with the SENDCO from Redmoor Academy attending their Annual Review at primary school at the beginning of Year 6 with additional visits being arranged on request. For students in Year 11, college providers will be invited to attend their final Annual Review to ensure they are aware of the needs of the student and any additional support that may be needed. Redmoor Academy has developed strong links with post 16 establishments such as North Warwickshire and South Leicestershire College and The Hinckley School Sixth form, and continue the holistic approach in order to ensure the colleges are aware of the needs of students and can further prepare them for adulthood, independent living and lifelong learning. Students are offered visits to their potential colleges and our assistant SENDCO works with the students in selecting appropriate courses for Post 16 and in completing their college applications. Students will also be supported in preparing for their college interviews.

## **5.6 Our approach to teaching pupils with SEND**

At Redmoor Academy, we recognise that all students should be given the opportunity to experience and succeed in all areas of school life. Teachers are responsible and accountable for the progress and development of all the pupils in their class and as such, Quality First Teaching is our first step in responding to pupils who have SEND with bespoke, personalised support then provided within the classroom. Following current research and guidance from the Education Endowment Foundation (EEF), students are taught in mixed ability teaching groups for all subjects except Maths. We use Roshenshine's Principles of Instruction as a teaching model. This teaching model has been proven beneficial to students who struggle with retention of information, slow processing speed, and recall. The principles are indicated below:

1. Begin a lesson with a short review of previous learning.
2. Present new material in small steps with student practice after each step.
3. Limit the amount of material students receive at one time.
4. Give clear and detailed instructions and explanations.
5. Ask a large number of questions and check for understanding.
6. Provide a high level of active practice for all students.
7. Guide students as they begin to practice.
8. Think aloud and model steps.
9. Provide models of worked-out problems.
10. Ask students to explain what they have learned.
11. Check the responses of all students.
12. Provide systematic feedback and corrections.
13. Use more time to provide explanations.
14. Provide many examples.
15. Re-teach material when necessary.
16. Prepare students for independent practice.
17. Monitor students when they begin independent practice.

In addition to these steps, teaching assistants (where available) provide additional support and scaffolding within lessons to ensure that all of our SEND are supported to achieve their learning outcomes.

We strongly believe that students learn best from quality first teaching in the mainstream classroom with a qualified teacher and so limit small group interventions and withdrawal from class during lesson time. We do however, offer the interventions below during tutor time and in some PHSCE lessons on a rotational basis:

- ELSA
- Wellbeing programme
- Counselling
- Numeracy support

- Literacy catch up
- Book club
- Study Space
- Handwriting support
- IDL ( a speaking-computer based multi-sensory system which supports learners with dyslexia and other learning difficulties to increase their reading and spelling ages.)
- 1:1 reading
- Anger management
- Starving the Anxiety Gremlin
- Managing ADHD
- Autism Outreach Friendship Programme
- Organisation workshops

Interventions usually take place over the course of a six-week period. Interventions are recorded on Provision Map and the impact of the interventions are regularly reviewed with students' targets being modified accordingly.

## 5.7 Adaptations to the curriculum and learning environment

Redmoor Academy is committed to providing the highest quality education for all its students. We have high expectations of all students regardless of their ability or additional needs, and offer a broad and balanced curriculum to ensure full curriculum entitlement and access.

All teachers at Redmoor Academy are committed to delivering quality first teaching and will use practical strategies and resources to ensure that students with SEND make progress within their classrooms. Each student with SEND has a student passport on Class charts which clearly identifies their barriers to learning, strategies to support them and current targets for that student. This enables teachers to fully know their students and the additional support that they require to access the curriculum.

Any personalisation of the curriculum with regards to the student's timetable would be considered and built around an individual need in relation to their ability, capacity and potential. This is only considered in special circumstances and is usually only as a short-term measure.

As part of our Quality First teaching, we make the following adaptations to ensure all pupils' needs are met:

- Scaffolding our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Scaffolding our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## 5.8 Additional support for learning

In 2024-25, we have 20 teaching assistants who are trained to deliver interventions and to provide in class support to our students. We also have a SENDCO, an assistant SENDCO, a SEND administrator, a trained counsellor and Learning Support leader who oversees the day to day running of the Learning Support room. In addition, we work with the following agencies to provide support for pupils with SEND:

- Autism Outreach
- Diabetic Nurse
- Educational Psychology Service
- Hearing Impairment Service
- Occupational Therapy
- CAMHS
- Social Services
- Inclusion service
- SENA
- Specialist Teaching Services
- Sight Impairment Service
- ADHD Solutions

## 5.9 Expertise and training of staff

At Redmoor Academy, we provide relevant training for staff in relation to Special Educational Needs and Disabilities to ensure that all staff have the skills and knowledge to be able to provide effective support to our

students. This training also includes training from external providers on strategies to support students with difficulties such as Dyslexia, ADHD, Trauma and Autism.

## **5.10 Securing equipment and facilities**

Redmoor Academy's notional budget is used to provide a wide range of support. All our staff work very hard to ensure that no student is disadvantaged in terms of facilities and the equipment they need. Funding for students with the highest level of need will be outlined in their Education, Health & Care Plan and for those with lower levels of need, support will be funded by Redmoor Academy through the SEND notional budget.

At Redmoor Academy, we have designated a room known as 'The Base' to support pupils who are struggling to access lessons. This may be due to a medical illness e.g. a broken leg, a bereavement in the family or a new sensory difficulty. This is a short term 'stop gap' which allows our support staff to work with the young person to reintegrate them back into lessons.

## **5.11 Evaluating the effectiveness of SEND provision**

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

- reviewing pupils' individual progress towards their goals each term.
- reviewing the impact of interventions after 6 weeks.
- using pupil questionnaires.
- monitoring by the SENDCO.
- using provision maps to measure progress
- holding annual reviews for pupils with EHC plans.
- holding reviews for students who need SEND provision.

The effectiveness of the provision for all students with an Educational Health & Care Plan is reviewed by the SENDCO after each cycle of the assess, plan, do, review cycle and formally, at least once a year with their Annual review (or sooner if outlined within the statutory guidance advice provided within their plan).

Documentation is sought from all interested parties such as the student, parent/carer's views and a whole school round robin together with outside agency reports. These are shared prior to the meeting. Students are encouraged to attend these reviews and take an active role in the review process. As part of the assess, plan, do, review cycle, the effectiveness of the provision provided for each student is reviewed and amendments to the plan and their targets are made as appropriate.

The effectiveness of the provision for other students with Special Educational Needs and Disabilities will be monitored as part of the assess, plan, do, review cycle, and through a review meeting led by the Assistant SENDCOs. Parents/Carers will also have the opportunity to attend a Parents Evening, giving opportunity to discuss any issues with the individual subject teachers. Alongside this, parents/carers have the option to meet with the SEND department twice a year to further discuss their child's progress.

A one-page passport is prepared for all students with an Education Health Care Plan and those receiving school support. This is driven by the student themselves and provides any adult involved in their care with an insight into their thoughts, concerns, ambitions and needs. This information is stored securely on our Provision Map Software and teachers can access this information through their electronic seating plans. This ensures that the information is always secure and always accessible.

## **5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

### **Admissions**

We strive to be a fully inclusive school which is accessible to all students and are committed to ensuring that students with SEND are not treated less favourably than other students.

Our admissions procedure is through Leicestershire Local Authority Admissions. We participate fully with the [LA's Fair Access Protocol](#) in order to make sure that the most vulnerable children are offered a place at a suitable school as quickly as possible. This includes children with an Education Health plan and also Children with special educational needs, disabilities or medical conditions but without an Education and Health Care Plan (EHCP) The law requires Children with an Education Health and Care Plan (EHCP) that name a school

in their plan to be allocated a place. Children who have an EHCP that names Redmoor Academy will be admitted even if the school is full. (See School website for our Admissions Policy)

### **Accessibility (see school website for Accessibility Plan)**

Under the Equality Act 2010, schools are required to take proactive steps to ensure their disabled students, staff and trustees, parents/carers and other people using the school, are treated equally. Schools are required to establish a Public Sector Equality Scheme to promote equality of opportunity for all, including disabled students. The goal is to improve access to facilities and the physical environment of the school, as well as access to the curriculum and information for students.

At Redmoor Academy, we are committed to establishing accessibility for all students, their parents, staff and other users of the school. We work to ensure that all students and stakeholders can access the school physically and can access the curriculum. We have worked with other agencies such as CYPS Health, Safety and Training Service (HSTS) Learning Environment team (LET) Specialist Teaching Service - Visual Impairment (VI), Occupational Therapy Service (OTS), Property Services (PS), Special Educational Needs Assessment (SENA) to ensure that our buildings and site are accessible to all, making adaptations as necessary to ensure that all students and stakeholders can access everything they need: The main building is on one level and has wheelchair access to all student teaching areas and ramps to enable access.

We strongly believe that students with special educational needs have the same entitlement to participate in the activities available as those students who do not have SEND. We will use our best endeavours to ensure students with special educational needs and disabilities are able to join in the activities of the school together with students who do not have special educational needs and disabilities, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the students with whom they are educated.

All of our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs. All pupils are encouraged to take part in all school activities and events and are also encouraged to go on our residential trips during REC week with appropriate additional support and risk assessments (where necessary) put in place to ensure equity of opportunity and experience. No pupil is ever excluded from taking part in these activities because of their SEND.

## **5.13 Support for improving emotional and social development**

We are committed to supporting students' emotional and social development and recognise that many students with SEND may need additional support.

Listed below are examples of the support available to students:

- Form tutors and year heads
- SEND team and base
- Behaviour support team
- Attendance officer / EWO
- Pupil premium mentoring
- In school counsellor
- School nurse
- Key workers for students with EHCPs
- Virtual school
- Interventions

We also provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council.
- Pupils with SEND are also encouraged to be part of all clubs and activities to promote teamwork/building friendships

We have a zero-tolerance approach to bullying.

## 5.14 Working with other agencies

Redmoor Academy consults and involves a variety of outside agencies and groups to meet the needs of students with Special Educational Needs and Disabilities. We have access to the full range of LA Specialist Services in Education, Health and Social Care (see the LA Local Offer). These include:

- Educational Psychology Service – our present Educational Psychologist is Mrs Roxanne Njopa-Kaba
- Autism Outreach
- Hearing Impairment Service
- CAMHS
- Virtual School
- Social Services
- Home Start
- Leicestershire Cares
- Diabetic Nurses
- School Nurse Service
- Medical Professionals
- Counsellors
- ADHD Solutions
- Children and Family Wellbeing Service
- Specialist Teaching Service

## 5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCO in the first instance. They will then be referred to the school's complaints policy. If these concerns persist, contact with the Headteacher or the Governing Body should be made to Mr Hugh Clayden, Chair of Governors, c/o Redmoor Academy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that a school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- exclusions
- provision of education and associated services
- making reasonable adjustments, including the provision of auxiliary aids and services

## 5.16 Contact details of support services for parents of pupils with SEND

SEND Information Advice & Support can be found via:

**SENDIASS Leicestershire.** Telephone: 0116 305 5614  
Monday to Thursday 9am to 4.30pm, Friday 9am to 4pm  
Email: [sendiass@leics.gov.uk](mailto:sendiass@leics.gov.uk)

SENDIASS provide free, impartial and confidential advice and support to parents and carers of young people with special education needs or disabilities as well as young people themselves. They advise on all matters relating to SEND, including:

- Education, health and care plans (EHCP)
- Education, health and care needs assessment process
- Finding out about what support is available near you (the local offer)
- Annual Reviews
- Appeals
- Getting the right support in school/college
- Preparing for Adulthood
- Exclusions
- Transferring schools

**The Local Offer** supports parents and carers of children and young people with special educational needs and disabilities (SEND) young people with SEND themselves by providing a single location where you can search for the support that you need.

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

## 5.17 Contact details for raising concerns

Rebecca Wilson SENDCO [rwilson@redmooracademy.org](mailto:rwilson@redmooracademy.org)

Matthew Nicolle Headteacher [mnicolle@redmooracademy.org](mailto:mnicolle@redmooracademy.org)

Hugh Clayden Chair of Governors [hclayden@redmooracademy.org](mailto:hclayden@redmooracademy.org)

## 5.18 The local authority local offer

All Local Authorities are required to publish information about the services they expect to be available in their area for children and young people from birth to 25 who have Special Educational Needs and/or Disabilities (SEND).

Our local authority's local offer is published [here](#) or via [Facebook](#):

## 6. Monitoring arrangements

This policy and information report will be reviewed by Rebecca Wilson / SENDCO **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

## 7. Links with other policies and documents

This policy links to the following documents:

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- [Admissions policy](#)