BROWNLOW PRIMARY SCHOOL

MOWBRAY
Education Trust

# SEND Information Report (Local Offer)

**September 2026 -September 2027**

# Brownlow Primary School SEND Information Report (Local Offer)

## What are Special Educational Needs & Disabilities?

**Definitions**

At Brownlow we use the definition for SEN and disability from the SEND Code of Practice (2015)

*'A child or young person has a special educational need if he or she have a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special Educational Provision means educational provision that is additional to, or different from that made generally for others of the same age in a mainstream school in England.'*

A disability is defined in terms of the Equality Act 2010 as:-

*'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities. This includes sensory impairment such as those affecting sight or hearing and also long term health conditions such as epilepsy, asthma and diabetes.'*

Further information can be found in the 'Special Educational Needs and Disability code of practice: 0-25 years' June 2014. This can be found at:
https://www.gov.uk/government/publications/send- code-of-practice-0-to-25

**What does that mean at Brownlow Primary School?**

At Brownlow Primary School, we follow the Special Educational Needs and Disability Code of Practice. We believe that every child is unique and individual, we also acknowledge that some children will, at times, need more support than others. We recognise that children may have additional needs for a short period of time. Support will be tailored to ensure that they can fulfil their potential and achieve across the curriculum.

Children who have special educational needs can fall into one or more of the following four categories:-

Cognition and Learning
Communication and Interaction
Social, Emotional and Mental Health (SEMH)
Sensory and Physical

We will, as a staff, make every effort to ensure that your child is identified and, therefore, supported from an early age, in order to ascertain the support and intervention that might be needed. We have access to a wide range of specialist outside agencies that we can call on as required.

**What should I do if I think my child has special educational needs?**

### Class Teacher

The class teacher should be contacted in the first instance. They can be contacted through the school office or by email. The class teacher will review the latest assessment information and progress over a period of time. Together, we will devise a plan of action. This might involve planning intervention or extra work at home, for example. If the class teacher perceives necessary, there may be a referral to the school SENCO, Sarah Child or Pastoral and Behaviour Lead Mrs Bunting.

### SENCO

The school uses The Graduated Response Approach to the identification of any children who may have SEND. If necessary, the school SENCO and the Class Teacher may place your child on the Special Needs Register.

### Next Steps

If your child has been identified as having SEND, targets will be put together, in the form of a PLP (Personalised Learning Plan) or the school may seek advice or assessment from an Outside Education Support Agency. Parents will always be asked to consent before additional advice is arranged.

**How will the school respond to my concern?**

***Initial Concern***

*The class teacher will consider latest assessment information, observations and general notes about your child.*

***Meeting with the SENCO***

*If necessary, the class teacher will contact the school SENCO to discuss concerns.*
*A meeting with the teacher, parent and SENCO may take place.*

***PLP***

*If necessary, the class teacher will generate targets with the SENCo that will help the child to progress.*
*This will be explained and shared with parents.*

***Outside Agencies***

*It may be necessary for the SENCO to consult a number of Outside Agencies to decide the most suitable course of action.*
*Parents/Carers will always be informed.*
*Their advice may be used in the PLP.*

***PLP Review***

*The PLP will be reviewed at suitable times during the year and new targets will be set where appropriate. If progress and attainment has improved the child may be removed from the SEND Register.*

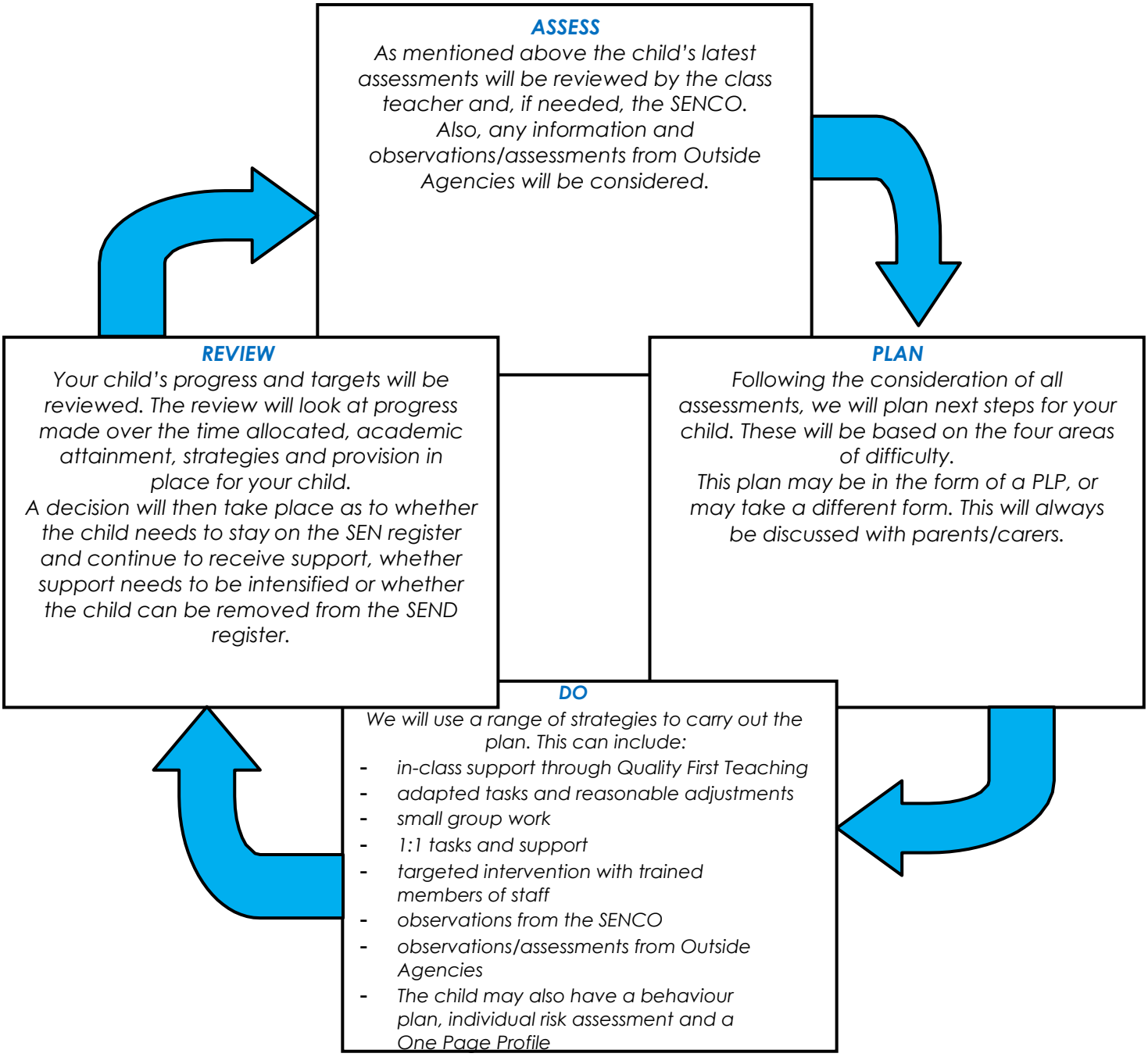
**How will the school decide if my child needs extra support?**

Decisions will be made using a variety of evidence. This evidence may include:-

- Formal assessment information – such as standardised tests
- Informal assessments, such as observations of learning or behaviour in school
- Monitoring of tracking information, including the child's attainment in various areas of the curriculum and also rates of progress over time
- Evidence from interventions that are already in place
- Discussions at Pupil Progress Meetings
- Discussions with pupils
- Discussions with parents
- Advice sought by the SENCO from Outside Agencies

**What will the school do to support my child?**

At Brownlow Primary School, we follow The Graduated Response Approach for planning for children's provision and support. This is a cycle of Assess, Plan, Do, Review:



**Who will support my child in school?**

| MEMBER(S) OF STAFF | ROLES AND RESPONSIBILITIES |
|---|---|
| Class Teacher | The class teacher is the person that you should make contact with in the first instance if you have any worries or concerns about your child. Their responsibility is to teach your child, monitor their progress and make judgments about your child's attainment. They will also ensure that behaviour is monitored and your child is happy in school. |
| Learning Support Assistants (LSAs) | The school employs LSAs who are deployed in some classes to support the children. If the class teacher is not available, please talk to the LSA. They support the children every day and are fully involved in the planning process for the class(es) in which they work. |
| SENCO | The school SENCO will monitor the progress of all children on the Special Needs Register in school. They will work alongside the class teacher to set effective targets for the children on the register and monitor the effectiveness of interventions in school. The SENCO will also refer to Outside Agencies if it is deemed necessary. The SENCO will coordinate Annual Review Meetings for children with EHCP Plans. |
| Pastoral and Behaviour Lead | Our experienced Pastoral and Behaviour Lead will work closely with children, parents and outside agencies. The SENCO and Pastoral and Behaviour Lead will work in partnership to provide the best possible provision for your child. |
| Outside Agencies | Brownlow Primary School works with a range of Outside Agencies including:-Specialist Teachers, Educational Psychologists, Speech and Language Therapists, Autism Outreach, Occupational Therapists, Physiotherapists, Paediatricians, Sensory Support Teachers, CAMHS (Child and Adolescent Mental Health Service) and Specialist Nurses. The role of the Outside Agencies is to support the SENCO in setting targets, assessing and observing children in school and deciding on the most appropriate provision. |
| Head Teacher | The Head Teacher line manages the SENCO and asks questions about the provision and strategies used to support the children at Brownlow Primary School. It is the Head Teacher's responsibility to ensure that all documentation and policies are up to date and that the SENCO is updating paperwork, as needed. |
| SEND Lead for The Mowbray Education Trust | The Mowbray Education Trust has a named SEND Lead, Jess Watson. She regularly meets with the SENCO and the Pastoral and Behaviour Lead to monitor provision in school and provides support where necessary. The MET SEND Lead carries out a review of SEND annually across our academy of schools and also leads the academy SENCO NET meetings each term. She also reports to the Mowbray Education Trust Board. |

**What training and experience do staff have for the additional support my child needs?**

| STAFF | QUALIFICATIONS/EXPERIENCE/TRAINING |
|---|---|
| Sarah Child (SENCO)<br><br>Emily Bryan (SENCO) | Our SENCO has experience of working with pupils with a wide and varied range of additional needs. She achieved the SENCO Award in August 2022. She works closely with the MET SENCO Lead. She attends local network meetings with the local family of schools and the local SENCONET meetings led by Kate Browning from NASEN. This ensures that the SENCO and SLT are kept up to date regarding changes to legislation and guidance and developments in teaching and learning for children with SEND. The SENCO has also undertaken training on various areas of Special Educational Needs and continues to do so in line with CPD requirements.<br>Our Enhanced Resource Provision Lead Emily Bryan is the SENCO for provision. She has a range of experience working with pupils with complex needs and has completed training to support children with these needs. She achieved the National Award for SENCO in July 2023. She also works closely with the MET SENCO lead as well as outside agencies to ensure children placed in The Willows are supported through a team around the child approach. |
| Lisa Bunting (Pastoral and Behaviour Lead) | The Pastoral and Behaviour Lead works alongside the SENCO to support pupils with Social, Emotional and Mental Health Needs. She has a vast knowledge of working with pupils with SEMH and challenging behavioural needs. Mrs Bunting also works closely with the ELSA team to ensure pupils receive the support they need. Alongside the headteacher Mrs Bunting monitors attendance. |
| Vicky Sellars (Headteacher) | The Headteacher has 27 years experience in teaching and has a wealth of experience working with children with SEND. The headteacher has 17 years of leadership experience and has supported staff with a range of approaches. |
| Teaching Staff | All teaching staff at Brownlow Primary School have Qualified Teacher Status. Their training and qualifications are varied. All teaching staff undertake the same SEND training in school. This is delivered by the SENCO, Mowbray Education Trust SENCO Lead or Outside Agencies. The school has a Mental Health Champion who provides ELSA support across the school. |
| Learning Support Assistants (LSAs) | Our LSAs hold a range of qualifications, including NNEB and NVQs. The LSA team are experienced members of the team, and many of them have been working at Brownlow Primary School for several years. We have LSAs trained to deliver specific interventions including eg: Speech and Language Therapy, Talk Boost, Colourful Semantics, Literacy and Maths interventions, Handwriting intervention, Finger Gym, SAQ, ELSA Support, Social communication groups, Understanding Autism, Yoga, etc. Recent training has included: Precision Teach, Autism Awareness, Speech and Language - Language for Thinking training, Nurture, EDR training, Trauma Informed Practice and Attachment Training, Lego Therapy, 5 Minute Boxes – Literacy and Maths, Talk Boost, Makaton, Mindfulness Training, SAQ etc |
| First Aiders | We have a team of staff who are trained in Paediatric First Aid which includes the administration of certain medicines eg: EPI-PENs, |

All staff are trained in Safeguarding, identifying and assessing special educational needs, Autism Level 1 and our behaviour pathway.

**Who else might be involved in supporting my child?**

As a school we work closely with a wide range of other agencies and professionals. Accessing advice and support from specialist agencies will always take place in close consultation and with the agreement of parents.

| AGENCY | ROLES/RESPONSIBILITIES |
|---|---|
| Educational Psychology Team | It is the role of the Educational Psychologist, to assess a child's special educational needs and to support and advise staff. They also liaise with Community Paediatricians. |
| SALT | The Speech and Language Therapy service are a team of therapists who are trained to offer specialist assessments, advice and treatment for children with communication difficulties. The speech and language therapist visits school regularly to assess pupils and provide strategies to support the child in school. |
| Physiotherapy | The Physiotherapy service work with school to assess fine motor and gross motor control. They provide support and advice on the most appropriate programmes for the child, in order to develop motor control. |
| Occupational Therapy | The OT team has professionals trained to give advice on equipment, adaptations and activities to support the learning and social development of children. |
| Sensory Education and Support Service | The Sensory Education and Support Service offers advice and guidance to teachers who are working with children with visual, hearing or sensory impairment. |
| Teaching and Learning Centre<br>Oakfield Pupil Referral Unit | TLCs offer alternative educational provision for children who may have been excluded from school. They also offer support and advice to staff in mainstream schools who may deal with challenging behaviour. |
| Nursing | There are many nursing teams who advise and support schools, including Specialist Nursing for Medical needs, Diabetic nurses and Community Nurses. |
| Grief and Loss Counselling service | The Grief and Loss Counselling service offer support to children who are coping with loss in their life. This could be through the loss of a loved one, as well as the break-up of a family home. |
| Paediatricians | Paediatricians specialise in the health and care needs of babies and young children. They can also offer diagnosis for children who may have a medical condition. |
| CAMHS | CAMHS are based in community locations. The multi-disciplinary teams can help with a range of complex mental and emotional health issues, including: anxiety, depression, trauma, eating disorders and self-harm. |
| Supporting Leicestershire Families | Early Support Care Coordination works alongside children and young people with a disability and their families, providing timely support and care co-ordination. |
| Social Services | Social workers are allocated to children who are vulnerable, looked after/in care. |

**What support will there be for my child's emotional and social well-being?**

- At Brownlow Primary School we have a caring, understanding team looking after all of our children. We welcome and celebrate diversity and promote the inclusion of everyone.
- The SENCO and Pastoral and Behaviour Lead work closely to coordinate care and support for children who may have pastoral and social needs. They work closely with the Head Teacher to plan for these children.
- We provide specific interventions to support children with their emotional and social development. These are structured programmes which use a range of activities to increase self-esteem, build self-confidence and strengthen communication skills. We also have staff who are skilled in supporting children with bereavement and trauma and attachment issues.
- The staff in school work hard to encourage a non-bullying culture, which includes anti-bullying assemblies and lessons. However, should you believe that your child, or another child, is the subject of bullying, please do not hesitate to contact a member of staff in school. The school will respond in line with the school's policies and procedures.
- We have a well-established behaviour pathway that all staff follow in school, ensuring a consistent approach. Individual behaviour plans are used to support children with challenging behaviour or emotional, social or mental health needs. They are developed in consultation with parents and are individually tailored to address the needs of each child. A copy of our Behaviour and Anti-Bullying Policies can be found on the school website.
- We also seek support from external agencies to support children with specific social, emotional and mental health difficulties or behaviour difficulties. For example; outreach support from Oakfield Pupil Referral Unit.
- We have a number of staff who support with Home-School needs. They can support families in obtaining help from other professionals or organisations where appropriate.

**How will my child be involved in the process and be able to contribute their views?**

We value and celebrate each child being able to express their views on all aspects of school life.

*Your child's views will be sought at every opportunity, where appropriate. This includes their input into target setting, during the creation of One Page Profiles, through Pupil Questionnaires and when reviewing the provision.*

*Your child's class teacher will be involved with reviews and provision planning. As much as possible, your child will be supported by the same staff, in order to offer continuity.*

*Your child will be informed of their assessment results, where appropriate. This means that they will be aware of the level that they are working at and understand what they need to do in order to improve.*

*Parents will be invited to meetings and asked for your child's views and ideas. Parents will be able to feed this into review meetings, such as Personal Learning Plan Reviews and EHCP Annual Reviews.*

**How will the curriculum be matched to my child's needs?**

- All children with SEND are entitled to receive High Quality First Teaching.
- We believe that each child is unique and therefore we attempt to match the curriculum to their needs.
- It is every class teacher's responsibility to ensure that strategies, provision and personalised learning plans are in place to maximise every child's potential.
- The child's class teacher will make reasonable adjustments to their planning, teaching and the learning environment to support the child's special educational needs within everyday lessons.
- If the child is unable to access their age appropriate curriculum, they will have access to personalised learning opportunities. The learning environment may also be adapted to meet the needs of individual children.
- Additional members of staff such as Learning Support Assistants (LSAs) may also be available to support children in class and to lead targeted interventions to support progress.
- The school will take advice from outside agencies and other professionals eg: Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Autism Outreach etc.
- The curriculum within our Enhanced Provision mirrors many of our mainstream curriculum topics and is designed to support children at a developmentally appropriate level rather than their chronological age. The curriculum is informed by an understanding of child development, cognition, communication, sensory need, emotional regulation and readiness for learning. Learning in The Willows is delivered through continuous provision, relational interaction, multi-sensory experiences and structured play that responds to children's individual needs and interests.

For children with SEND, we offer many strategies to meet their needs. The following table offers examples of how we might do this:-

| | | |
|---|---|---|
| **Reasonable adjustments**<br>Our teachers make adaptations to their planning and teaching to improve accessibility. This will ensure that all children's academic needs are met. | **Interventions**<br>We plan for additional learning intervention. This can be for a variety of reasons, including if your child is finding new concepts difficult to grasp, or if they need extra support to consolidate prior learning. | **Small group work**<br>Your child may work in small groups, in order to meet specific learning intentions. This will be planned for by the Class Teacher. |
| **1:1 work**<br>If needed, and deemed appropriate, your child may work 1:1 with the Class Teacher, an LSA, or additional adult. | **Learning environment adaptations**<br>If your child needs to sit on a particular chair to support posture or a particular place on the carpet, to assist in visual or hearing needs, this will be planned into the classroom environment. Safe spaces will also be created for individuals | **Use of ICT**<br>We use differing equipment to assist your child in the recording of their work, including Ipads, computers, laptops, talking spots and apps. |
| **Extra-curricular activities**<br>We offer many extra-curricular activities in school. These focus on sporting and social activities. | **Use of topic-based learning**<br>We plan and deliver a topic based curriculum so that children can begin to make links in their learning between different areas of the curriculum. | **Use of visual aids**<br>Visual timetables are used to support the daily routine. Other visuals such as word mats, task plans, working walls and displays around school are used to assist your child in becoming an independent learner. |
| **Use of concrete apparatus or equipment**<br>Practical resources are used wherever necessary to help your child with their learning. | **Use of talk partners**<br>We encourage the use of talk partners in school for all children for generating and sharing ideas. | **Targeted resources in class**<br>In line with a child's PLP targets, resources are sourced to help meet individual children's needs. |
| | **Support from outside agencies**<br>We seek advice from outside agencies to help us provide the very best support for our children and families. | |

**What opportunities will there be for me to discuss my child's attainment and achievement?**
**How will I know how well my child is progressing?**




**How does the school know how well my child is doing?**

- At Brownlow Primary School, our teachers continually assess the progress of all children in their class. They formally assess children's progress in Reading, Writing and Maths each term. This enables class teachers to very quickly identify children who have not made expected progress or are not working at Age Related Expectations (ARE), and put support in place, where necessary. We also use Early Learning Goals, phonics assessments, reading ages, Learning Journeys and standardised assessments to build a picture of the child's progress.
- We take an individual approach for each child. Children with SEND follow their age appropriate curriculum and are assessed using the same assessments as their peers, where appropriate. Parents are informed of the progress their child is making during parents evenings.
- All of our children with SEND have a Personalised Learning Plan (PLP) including specific targets for the child. Progress towards these targets is reviewed termly and shared with parents.
- Children attending The Willows Enhanced Provision uses Cherry Garden Branch Maps and the Engagement model to track children's small steps in progress.

**How can I be involved in supporting my child?**

- Parents know their children better than anyone else, and we welcome your support, in order to plan for your child's provision.
- There are many ways in which you can support your child including:-
    - Attending meetings wherever possible
    - Keeping 'open lines of communication' with the staff in school, informing us of any concerns or difficulties
    - Reading every day with your child
    - Assisting your child to complete homework
    - Attending school-based activities eg parent workshops, productions, special assemblies, Friends of Brownlow events etc.

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

- We often undertake school trips to enhance the curriculum, including a residential trip in Year 6.
- We adopt an inclusive practice and promote equal opportunities for all which means that all children are included in all parts of the school curriculum.
- When planning trips, staff will take into account the needs of all of their pupils and ensure that activities and venues are suitable for all.
- Reasonable adjustments will be made where necessary to ensure that trips are a positive experience for all.
- A risk assessment is carried out prior to any off site activity and will take into account any additional measures needed to ensure that your child's needs are met.
- Venues will be contacted in advance and advised of any adjustments that they may need to make.
- We will never exclude your child from a trip because of their needs, but we may ask for your assistance in planning for the trip to ensure your child's Health and Safety needs are met.
- Children in The Willows have access to a variety of experiences, including trips. They may also take part in mainstream class trips through their buddy class.

**How accessible is the school environment?**

- Due to the age of the building and the design, accessibility would be assessed on an individual basis and reasonable provision made.
- If the need arises ramps would be provided to allow wheelchair accessibility, depending on the access point.
- There is a disabled toilet large enough to accommodate changing in the Dining Hall and the Foxes Den.
- The school has an allocated disabled parking bay and operates an assisted evacuation scheme.
- We have a medical room in order to provide a safe place for the administering of any medicines.
- Ensuring the school environment and its facilities are as accessible as possible is kept under regular review by the leadership team.
- The school will work with specialist services and in consultation with parents, to ensure the timely provision of specialist equipment (eg: toilet steps and support rails, tailor made chairs and tables)

**How will the school prepare and support my child to join the school?**

- We liaise closely with all of our Early Years Providers when our EYFS children start school. The EYFS Coordinator visits pre-school settings to meet the new children and to gather information about the children. Where necessary the school SENCO attends these meetings too. The EYFS children are invited to attend school for induction sessions in order to support the transition process. A Transition Meeting is also arranged with the child's parents to help the teachers find out as much information as possible to ensure the child's start at Brownlow is a positive experience.

- In cases where children join Brownlow from another school during the year, we request transfer information from the previous settings including assessment information and background information.

- Each year, Brownlow pupils and staff plan for 'in-house transition.' This includes opportunities for the children to meet their new class teacher, visit their new classrooms and undertake planned activities to help them become familiar with the adults they will be working with and their new learning environment. The new class teacher also prepares a 'Meet the Teacher' poster which forms part of our transition booklets for the children to take home to refer to over the summer holidays. Staff also have 'transition' meetings, where information is passed from the current teacher to the new teacher, including latest assessment levels, interests of the children and background information.

**How will the school prepare and support my child to transfer to a new setting, school or college?**

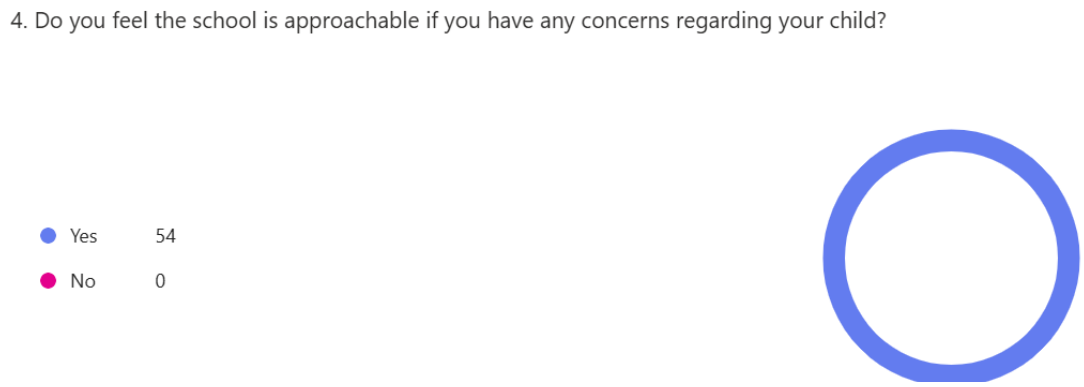
- We also plan transition for children to move into our setting or leave us to join another setting during the school year.
- We encourage all of the children to visit the school prior to starting where they are shown around the school and have an opportunity to meet key members of staff.
- For children with SEND, additional visits may be necessary to help them become familiar with their new surroundings.
- For all of our Year 6 children, induction visits take place to our feeder secondary schools during the Summer term.
- The Secondary school SENCO works closely with our SENCO and the Year 6 teachers to ensure a smooth transition process.
- The school receives records from the child's previous setting where this is available and where a child leaves the school files are sent to the new setting.
- We liaise closely with parents/carers of children with SEND and listen to the views of the child themselves as part of the transition planning process.
- For Year 6 children with EHCPs, early Annual Reviews, before October half-term are scheduled to finalise transition arrangements early on in the year.
- As part of the annual review in Year 5 for those children with EHCP's, options for the next phase of education will be discussed, with the help of external agencies where appropriate.
- If your child has an EHCP and you decide that a specialist setting would be more appropriate in meeting their needs, the SENCO and staff working with your child will support you in gathering evidence of their needs and in identifying potential specialist settings.

**How does the school know how effective its SEND provision is?**

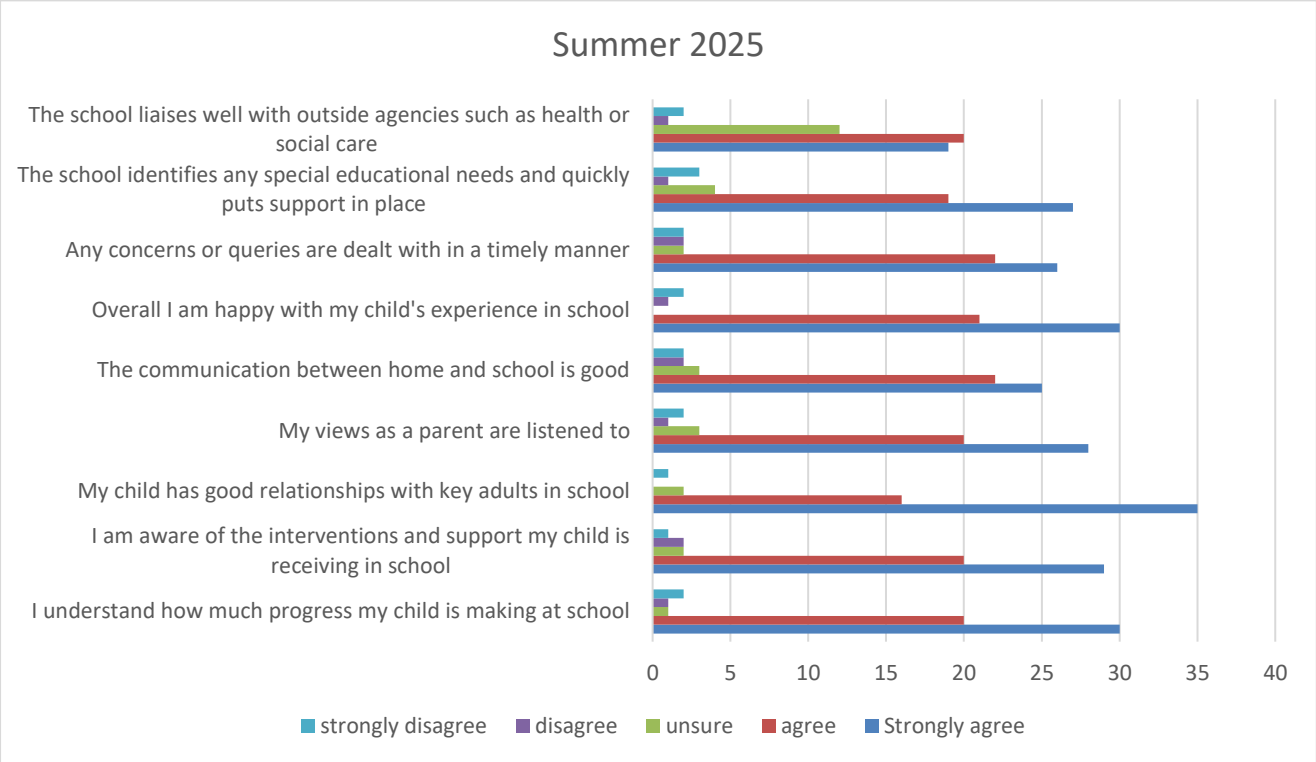
- We regularly track, monitor and review data for all students and the impact of interventions is measured and evaluated.
- Subsequent interventions will then be put in place if needed. All parents receive annual school reports and Personal Learning Plans - which are reviewed termly.
- The school also has an internal monitoring system which monitors the effectiveness of provision for SEND students across the curriculum.
- The SENCO and SLT will assess and review the progress of all SEND students throughout the year and at key data points in the year. This includes academic progress, attendance, behaviour, attitude to learning and self-esteem.
- All children, including those with SEND, are assessed in reading, writing and maths every term. These assessments are followed by Pupil Progress Meetings between the teachers and the year group leads. At these meetings they will discuss what impact the additional support is having on your child's progress.
- The MET SEND Lead, runs SENCO-NET meetings every term to ensure all of the schools within the academy group are kept fully informed about developments in SEND.
- The MET SEND Lead carries out a review of SEND annually.
- The Headteacher, SENCO, and Pastoral and Behaviour Lead monitor the progress of all SEND children, liaise with other professionals, and supports staff in the delivery of appropriate interventions and/or strategies.
- Parents and Pupils are asked to complete a Parental/Pupil Questionnaire to ascertain their views on provision.
- Families of children attending The Willows are asked to complete a Parental Questionnaire to ascertain their views on provision.

**Parental Survey Results**

**<u>July 2025</u>**




100% of respondents feel the school is approachable if they have any concerns regarding their child



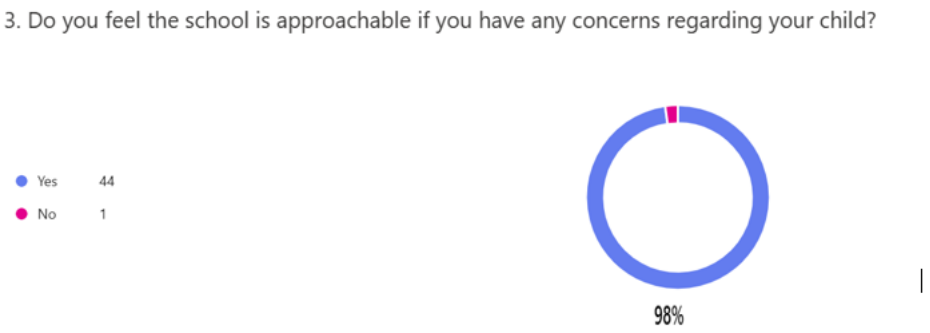

93% of respondents agreed or strongly agreed that they understood how much progress their child was making

94% of respondents agreed or strongly agreed that they were happy overall with their child's school experience

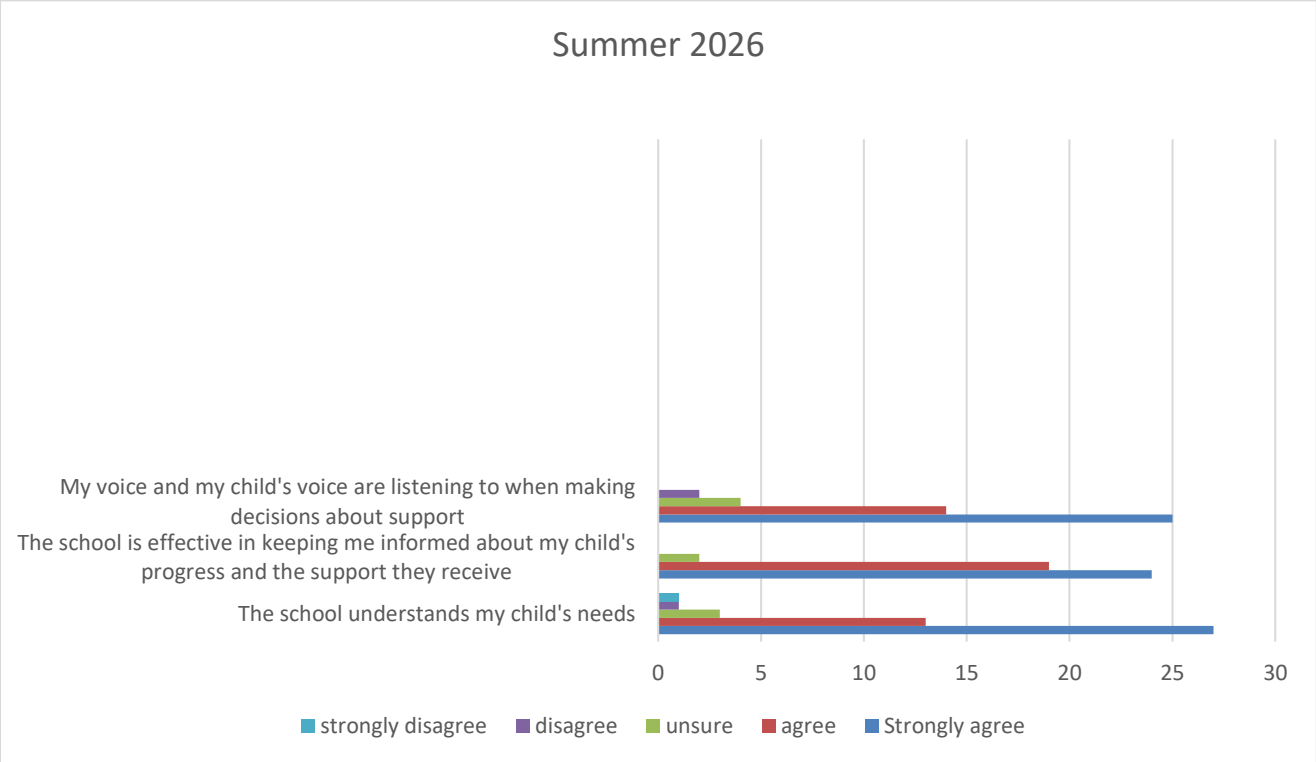
94% of respondents understand their child's targets and feel fully informed of how they are progressing towards the targets.

91% of respondents agreed or strongly agreed were aware of the interventions and support their child is receiving in school

**<u>June 2026</u>**



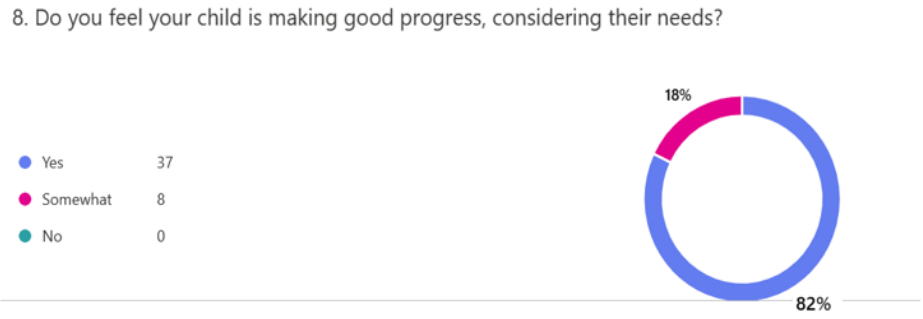

98% of respondents feel the school is approachable if they have any concerns regarding their child




88.9% of respondents agreed or strongly agreed that the school understands their child's needs

95.6% of respondents agreed or strongly agreed that the school is effective in keeping parent's informed about their child's progress and the support they receive

86.7% of respondents agreed or strongly agreed that their voice or the child's voice are listening to when making decisions about support




100% of respondents agreed that their child was making good progress, considering their needs

**Comments made by parent's about SEND support at Brownlow –**

"I would recommend Brownlow. The support we have received as a family has been fantastic"

"That all staff and support are amazing and have such a passion for the children and their individual needs. I would recommend the SEND provision at Brownlow"

"Well supported and child's best interest at heart"

"They are very understanding and inclusive"

"They were very efficient and on the ball with putting support and tools in place to support my child"

**How can I access support for myself and my family?**

- The school seeks advice from a range of outside agencies and professionals with different areas of expertise relating to SEND, Disability, Medical or Mental Health Needs including the Speech and Language Service, Occupational Therapy Service, Social Care and Educational Psychologists.
- Our Pastoral and Behaviour Lead Mrs Bunting has access to a wide range of support services and resources.
- Our SENCO Miss Child or Enhanced Resource Provision Lead Mrs Bryan can be contacted through the school office or email admin@brownlowprimary.org
- Please see below for a list of useful agencies and resources. Other resources can also be found in our SEND resources section of our school website.
- If you are considering enrolling your child at our school and you know or think that they have Special Educational Needs or a disability, you should contact the school office in the first instance and they will arrange a meeting with the Headteacher and/or SENCO to discuss their needs.
- Parent's/Carers who are unhappy with the Local Authority or school responses to SEND, may seek mediation from Global Mediation on 0800 064 4488, which is a free service.

**Support Services for parents of pupils with SEND include:**
**SENDIAS** – (Tel: 0116 305 5614) or visit their website www.sendiassleicester.org.uk

**School Nursing Team** – www.healthforkids.co.uk/leicestershire

We also work closely with the local Early Help Officers in order to be able to offer a coordinated approach to supporting children and their families where there is a multi-agency involvement. Please speak with either our Headteacher Mrs Sellars, Deputy Head Miss Child or Pastoral and Behaviour Lead Mrs Bunting about this.

**Family Information Service** – (Tel: 0116 305 6545 or email: family@leics.gov.uk )

**The Local Offer for Leicestershire Local Authority** can be found at: -
Leicestershire County Council offers support for parents from various agencies. Information can be found at the Council's website: http://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/about-the-local-offer/what-is-the-local-offer

Details on how to appeal if you disagree with the Local Authorities Decisions about your child's SEND and how to appeal to tribunal can be found on the local authority's website.
https://www.leicestershire.gov.uk/education-andchildren/special-educational-needs-and-disability/complaintsand-appeals/disagree-with-a-special-educational-needsdecision/disagree-with-an-education-health-and-care-ehc-plan

Social, Emotional and Mental Health

https://youngminds.org.uk/

https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/information-for-schools-and-professionals/mental-health-for-children-and-young-people

Autism

https://www.leicestershiretradedservices.org.uk/Services/3291

https://www.autismeducationtrust.org.uk/

Speech and Language

https://chatterpack.net/blogs/blog/list-of-free-speech-language-communication-and-send-resources-for-schools-and-parent-carers

Sensory difficulties

https://www.leicestershospitals.nhs.uk/aboutus/departments-services/occupational-therapy/

Specific Literacy difficulties

http://www.thedyslexia-spldtrust.org.uk/4/resources/285/parents/

https://literacytrust.org.uk/?gclid=EAIaIQobChMIrKKG66Kv7QIV2-vtCh3TiAPoEAMYASAAEgKRnvD_BwE

**Glossary of terms:**
**SEND** – Special Educational Needs and/Disabilities. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. (SEND Code of Practice 2014)
**SENCO** – Special Educational Needs Co-ordinator – is a qualified teacher in a school who has responsibility for co-ordinating SEND provision.
**EHCP** – Educational Health Care Plan – An EHCP is a legal document that describes a child or young person's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to achieve in their life.

**Who can I contact for further information?**
Please contact:

Sarah Child
(SENCO)

Lisa Bunting
(Pastoral and Behaviour Lead)

Emily Bryan
(Enhance Resource Provision Lead and SENCO)

on 01664 562315, or via email: admin@brownlowprimary.org