

Mountfields Lodge Primary School



SEND Policy

Aim High, Reach for the Sky

SEND Policy

This policy will be reviewed once every 3 years, or when DfE legislation requires a review, or when requested by staff or governors.

Policy Reviewed: Autumn 2021

Policy Review: Autumn 2024

Special Educational Needs Policy

Section 1: **Definition of Special Educational Needs and Disability**

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that:

“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.

A child of compulsory school age has a learning difficulty or disability if he or she:

Has a significantly greater difficulty in learning than the majority of others of the same age;

or

Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions

A child under compulsory school age has SEND if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them.

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is “... 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 definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

Schools must also have regard to statutory guidance re supporting pupils with medical conditions ([DfE 2014](#))

Special educational provision should be matched to the child’s identified SEND. Children’s SEND are generally thought of in the following four broad areas of need and support.

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

Section 2: Aims and Objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice 2014*. Our School mission statement is 'Aim High Reach for the Sky' and this includes the aspirations we have for all of our pupils, including those with Special Educational Needs and Disabilities (SEND).

Our aims are:

- To provide children with high quality first teaching through regular staff training and shared practice.
- To have high expectations that each child will reach their potential in all aspects of school life.
- To develop independent learners who can transfer these skills to future life.
- To educate pupils with SEND, wherever possible, alongside peers in mainstream classrooms to promote inclusion.
- To assess pupil data regularly and provide appropriate support where it is needed (Effective assessment and provision will be secured in partnership with parents/carers, children and external agencies).
- To work with our pupils positively and confidently and find the least intrusive way of supporting, empowering and keeping them safe.

Objectives:

- **Identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and feeder schools prior to the child's entry into the school
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential. Progress will be monitored, with class teachers, half termly and alongside pupil progress meetings. Targets for pupils with SEND will reflect the outcomes of these meetings
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the Special Educational Needs and Disabilities Coordinator (SENDCo), Head teacher and assessment co-ordinator and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for. CPD will be provided where necessary to enable staff to be able to enable pupils to overcome the barriers to learning.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means providing opportunities for pupils and their teacher to meet and discuss progress. This is sometimes easier for the pupils through support workers where the relationships are sometimes stronger. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life e.g. Pupil voice.

Section 3:

SEND categories and Identification Process

What are special educational needs (SEND)?

The term 'Special Educational Needs' refers to children who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age.

Mountfields Lodge School aims to provide support for your child, sometimes with the help of specialists. If your child has SEND, they may need extra help in a range of areas, for example:

- schoolwork
- reading, writing, number work or understanding information
- expressing themselves or understanding what others are saying
- making friends or relating to adults
- personal organisation
- some kind of sensory or physical needs which may affect them in school

The [Code Of Practice](#) which guides our support in school is set out four headings;

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

Who is involved in identifying special educational needs?

Parents have a vital role to play in their child's education. They know their child well and are often in a position to alert the class teacher to any possible concerns at an early stage.

The class teacher will keep records of progress and be able to identify areas of difficulty, including SEND.

Adults who support in the classroom pass any observations and concerns to the class teacher.

Parents and teachers may approach the SENDCo for advice and support.

SENDCo may carry out assessments to help set appropriate targets.

External agencies may support school with their investigations of your child's needs these may include;

- Speech and Language Therapy Services
- Specialist Teaching Service
- Health Services
- Educational Psychology Service

How are special educational needs identified?

At Mountfields Lodge School we care about every child's well-being and progress. Class teachers ensure through Quality First Teaching that the children are given every opportunity to progress. Where concerns arise additional information is sought by:

- Talking with parents
- Referring to records from previous settings/schools
- Requesting information from appropriate external agencies
- Analysing data (tracking progress over time)
- Monitoring changes in children's behavior and presentation
- Seeking additional support from the SENDCo

What is not considered as SEND according to the Code of Practice?

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

Section 4:

A Graduated Approach to SEND Support

Quality First Teaching

Every teacher and teaching assistant has the highest possible expectation for children in their class and all teaching is based on building on what your child already knows, can do and understand. All teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff. If any member of staff working with a child identifies that they have difficulties in particular areas that they find it harder than their peers to gain skills or knowledge or that they are not making the progress that is expected they will bring this to the attention initially of the class teacher.

High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have been identified as having gaps in their understanding/learning.

School uses a variety of monitoring methods to promote and ensure Quality First Teaching.

- Lesson observations
- Work scrutiny
- Skills audits
- Moderation
- Pupil progress meetings
- Performance Management
- Data analysis

The Graduated Approach



The process for implementing SEND support is in four stages

Assess

We will gather information about the child's well-being, previous progress, motivation, attainment and learning from everyone involved with the child, to give us an accurate picture of the child's needs. This usually includes the child, teachers, SENDCo, parents/carers and any outside agencies that are already involved (these could be professionals from Health, Social and/or Educational).

Plan

A Plan will be written to outline what will be put in place to achieve the specific targets or outcomes. The plan (most likely in the form of a [support plan](#)) will include:

- Quality First Teaching approaches that are effective to enhance learning
- Proven interventions/ strategies that will be used to achieve specific targets and how they will be delivered
- Any focussed support from a teacher/teaching assistant
- Resources to support IEP and to ensure access to the curriculum
- Suggestions about how the parent and or pupil can contribute to the plan
- Timescales for the plan to be delivered over and a date for a review

Do

The plan is the working document to be used by all those supporting the child. The class teacher remains responsible for the child's progress and works closely with any teaching assistants or specialist staff, to plan and assess the impact of support and interventions and how they link to classroom teaching. Adjustment and annotations should be made to the plan as necessary; it is a working document. If the child's class teacher has any concerns that the plan is not working they will discuss this with the SENDCo for further advice and involve the parents.

Review

The effectiveness of the support and interventions will be reviewed at least termly. The impact of the support will be measured as well as progress towards targets. Parents and pupils will also be asked for their views about what has worked well and what they feel now needs to happen to support their learning. A decision will be made about any necessary changes and the Plan will be updated to enable the child to achieve their next steps in learning. Advice or assessment from outside specialists may be requested if more information is required. If the child continues to have significant difficulties despite additional intervention and advice from specialists, they may have higher needs. The SENDCo may then make an application for top up funding if the cost of additional support goes beyond £6000 threshold that is the school's responsibility.

Over time, if the child is still not making progress despite the school having taken relevant and purposeful action, the school or the parents can apply for an Education Health and Care Plan (EHCP) assessment. An EHCP request is made for children who have long term difficulties and who may wish to look towards Specialist Schools in the future.

Where a pupil has a EHCP there must be an annual review involving parents, school and outside agencies.

Managing Pupils Needs on the SEND record

Quality First Teaching (QFT) tells us that all children benefit from a classroom where a teacher is continually using assessment strategies that are used for future planning and delivery of learning. Therefore, progress for all children is continually monitored against the National Curriculum and upon our own banding assessment sheets.

In our inclusive school, all children are valued and their voices are listened to; this is true for all children whether they are on the SEND record or not.

After the formal collection of data at specific points within the year, Pupil Progress Meetings take place where children who are not making expected progress will be identified and a decision will be made about additional support. All children who need support should receive it regardless of a label or diagnosis. Progress will be regularly reviewed and if, despite Quality First Teaching with reasonable adjustments to accommodate learning differences, there continue to be concerns, additional support may be necessary. This additional support may take the form of interventions. These interventions are tracked and monitored by the Class teachers. This becomes part of the next Pupil Progress meeting.

The class teacher will make decisions regarding the type of intervention needed but advice can be sought from the SENDCo regarding resources, including staff.

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

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

- Local Authority services such as Autism Outreach
- Educational Psychologist
- Occupational Therapist
- Physiotherapist.
- Outside agencies such as the Speech and Language Therapy (SALT) Service.
- Inclusion Support from Ashmount School
- Behaviour Support from Oakfields School

It is the class teacher's responsibility to act upon the advice from outside agencies and to collate evidence that shows this advice has been acted upon. It is the SENDCo's responsibility to ensure that this is happening. Where these services are paid for out of the school budget, sometimes decisions have to be made to prioritise spending. Class teachers and the SENDCo, along with the Senior Management Team will hold a meeting to discuss children who they feel have a stronger need for this support and make a decision with an awareness of the criteria used by the services being accessed.

Parents will have been consulted with at all points in this process; working collaboratively with the child at the centre will ensure the best outcome. Therefore, if a child is receiving any form of intervention, parents will have this explained to them at scheduled parents' meetings. Should it be decided that other services are required, parents and teachers will work in partnership to complete the paperwork, be notified of when the services are coming in to work with the child and some form of feedback will be given. At this point more support from school may need to be implemented. This additional support may come in the form of LSA hours of which up to 15 hours could be provided by school.

If a child's needs are significant but are not likely to be long term, then it may be that school and parents will want to apply for additional short term funding for the child. This funding application is called Top Up Funding. The application will include all the child's information including their Support Plan. If the funding is agreed, then interventions agreed will be put into place and this will be closely monitored. At the end of the additional funding period it will be agreed with parents if the support is still necessary (did we meet the targets in the plan?) in which case we seek an extension or it may be that funding is no longer needed. It could also be the case that it is agreed that the need has increased and a longer term support package is needed. At this point we could then seek Statutory Assessment.

If a child has lifelong, or significant, difficulties then they may need to undergo a Statutory Assessment Process which is usually requested by the school (but can also be requested by a parent). This will occur where the complexity of need, high level of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an assessment will be taken at a progress review or when deemed necessary.

The application for assessment will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Social Care
- Health professionals
- External Professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by School's SEND office if the assessment will go ahead. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

The most up to date information for Leicestershire can be found at;

http://www.leics.gov.uk/index/children_families/family/SEND.htm or by contacting them on 0116 3056545.

What is an Education, Health and Care Plan (EHCP)

Following Statutory Assessment, an EHCP may be drafted by Leicestershire County Council. The school and the child's parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

SECTION 5:

Criteria for exiting the SEND register

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

1. Concerns identified upon transition from previous setting are no longer evident.
2. Since baseline assessments, students have made progress and their attainment is closer to Age Related Expectations.
3. Standardised Scores for Reading, Spelling and Comprehension rise to pre-set target levels.
4. The difference of attainment between Maths and English or Reading and Spelling (or other relevant measures) are less than previously.
5. A student's difficulty/ disability no longer hinders their progress academically, socially and/or developmentally.

However, all of this is looked at in the context of the child and a holistic approach to assessing a child's needs is paramount. All of this is done through the Graduated Approach and in consultation with students, parents and relevant professionals.

If a child is removed from the SEND register, there are whole school processes which continue to monitor their attainment and progress. These are overseen by Class Teachers, the SENDCo and The Senior Management Team.

Section 6:

Supporting Children and Families

How will parents and families know how their children are doing?

Your child's education is a partnership between parents and teachers and we encourage regular communication between home and school.

Attainments towards the identified outcomes will be shared with parents termly through feedback regarding SEND support reviews but also through the school reporting system and Parents' Evenings. If your child has been having interventions or needs some we will talk about these at these evenings.

If a child has complex needs, they may have an Education, Health and Care plan (EHCP). Parents/carers will be invited to contribute to a formal annual review to discuss their child's progress and be involved in deciding the next steps.

Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENDCo, a member of the Senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number for the office is 01509 241 119

How will parents be helped to support their child's learning?

The class/subject teacher or SENDCo may suggest additional ways of supporting your child's learning. Where external agencies are involved, they may be able to suggest advice and strategies which can be used at school or at home.

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

How will the school prepare/support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupils' transition. These include:

On entry:

- A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENDCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Transition support to a new school may include:

- Discussion about school choice in the year 5 Annual Review of an EHCP.
- The Annual Review in year 6 will need to be before October half term if a specialist placement is being requested.
- Accompanied visits to other providers may be arranged as appropriate.
- SENDCos of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.
- Opportunities to meet the new schools and meet their key staff.

Support services for parents of pupils with SEND include:

- SENDIASS: For parents who would like independent support on matters relating to SEND or who unhappy with the Local Authority or School responses to their child's SEND.
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's SEND. You can also appeal to the tribunal if the school or council has discriminated against your disabled child.

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

http://www.leics.gov.uk/index/children_families/local_offer.htm

Information on SENDIASS can be found here:

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/find-a-social-care-health-and-other-support-services-provider/SEND-information-advice-and-support-service-SENDiass>

Information on the school's SEND Information Report can be found on the school [website](#). This report is updated once a year.

Section 7: **Supporting Pupils at School with medical conditions**

Mountfields Lodge school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled, where this is the case the school will comply with its duties under the [Equality Act 2010](#).

Some children may also have SEND and may have an EHCP or a Support Plan.

Please refer to our Medicines policy.

Section 8: **Monitoring and evaluation of SEND**

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

Support Plans will be set up to target the individual needs of a specific pupil. This will present specific targets for the child to work towards over a period of time. Children with Plans will receive individualised support by either the class teacher, dedicated LSA or SENDCo. The Plan will be reviewed at the end of the stated period by the child's class teacher and LSA. From this, a new Plan will be written (if still required) in conjunction with parents, staff and the pupil.

In school, written records will be used as working documents (e.g. Small steps trackers) to closely monitor the effectiveness of targeted intervention and progress made by the individual pupil. Some records are electronic (e.g. Progression Framework material) and these are updated and used as working documents too.

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

EHCP

Children with an [EHCP](#) will have an annual review in which parents, teachers and other agencies (including health and social care professionals) will be invited to attend. A review of the progress of the child will be made and new targets will be set. The EHC plan will then be sent to County Hall for any amendments to be made. At this review the appropriateness of the plan is discussed.

Evaluation of provision

At the start of a school year, provision for each child will be carefully mapped to enable individual needs to be met, this is completed by the SLT alongside the Head teacher.

Intervention programs/ groups will be evaluated by Class Teachers through termly and annual reviews of data to help ensure provision is effective and impacting positively on children's progress.

Governors

The Governors will appoint a Governor responsible for SEND.

The Governing body are responsible for making sure the necessary support is made for any child who attends the school who has SEND. The Head teacher will ensure the Governing Body are kept up to date about any issues in school relating to SEND. A termly report is compiled by the Head and the SENDCo and reported to Governors.

The Governing body will have regard to the code of practice when carrying out their duties, liaising with the Head teacher, SENDCo and staff.

The SEND Governor meets on a termly basis with the SENDCo and they use the following as a basis of their discussions:

- Termly meetings to discuss SEND cohort and changes
- Updates from local and national perspectives
- Feedback from Govs to SENDCo/ SENDCo to Govs
- Data meetings - progress of SEND children
- Review of policies

Section 9: **Training and Resources**

Mountfields School receives an additional amount of money to help make special educational provision meet children's needs. This is called the "Notional SEND Budget." The government has recommended that schools should use this notional SEND budget to pay for up to £6,000 worth of special educational provision to meet a child's SEND. If a student with SEND requires more than £6,000 worth of special educational provision, the local authority can be asked to provide top up funding (through an EHCP or Top up Funding).

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

Skills audits are carried out at the beginning of each academic year, allowing training needs to be identified. Staff Performance management identifies needs and these are filtered into these audits. A rolling programme of training can then be delivered. As part of the induction programme for new staff, all meet with the SENDCo to explain the structures and systems in place around the school's SEND provision and practice and to discuss the needs of individual students.

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

Our school operates the following training programmes:

- SENDCo and/or Learning Support Staff attend training and disseminate to the rest of the school
- SENDCo attends SENDCo-net meetings to be updated on important national and local initiatives and to provide an opportunity for SENDCos to share good practice
- The Senior Leadership Team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management
- Training for all staff within our local cluster school group

Responsibility for the Coordination of SEND Provision

- The Head teacher is responsible for overseeing the provision for students with SEND
- The SENDCo coordinates the day to day provision of education for students with SEND

Section 10: **Admission Arrangements**

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. The LA is the admitting authority for Mountfields Lodge Primary School. Schools cannot refuse admission to pupils with special educational needs unless that need would seriously compromise the learning of other pupils and there are no reasonable steps that can be taken to prevent any incompatibility. The LA makes the final decisions on admissions.

Section 11: **Storing and Managing Information**

EHCPs and Support Plans are working documents therefore teachers need regular access to their SEND file. This is stored in a location where other children cannot access it but that other adults employed by the school and deployed to work with the identified children can access this information easily. All classrooms have a lockable unit for this information. More detailed and personal documents are held by the SENDCo in a secure location.

When a child transitions to a new school, it is important that the information is passed on. The SENDCo is responsible for ensuring that this is done in a secure way and should seek a receipt from the new school. This transfer of information is often via the secure school to school service.

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

Section 12: **Reviewing the SEND Policy**

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

Section 13: **Accessibility**

When a student starts our school, any concerns around their ability to access the site, educational provision or learning are discussed with the child (if appropriate), their parents, teachers and other relevant professionals. Facilities currently in place are:

- The main building is fully accessible through the main entrance off the car park.
- There is ramp access to link the main pedestrian path directly to the reception door.
- We have one accessible toilet at the center of the school.
- The 2 dining rooms are fully accessible.
- There are designated parking spaces in the drop off zone outside the main school reception.

All children, if needed, can have access to a variety of resources such as pen/pencil grips, coloured overlays, highlighters and visual prompts on desks and classroom walls. Additional aids such as writing slopes and spellcheckers are available as necessary. Alternative forms of recording are encouraged such as mind maps, oral presentations and ICT.

Children are encouraged to access the wider life of the school community. Activities and school trips are available to all. Risk assessments are carried out and procedures are put in place to enable all children to participate.

If needed, we ask various outside agencies to help with assessing the needs of students to ensure they are able to access the school and learning to the best of their ability. Advice from Occupational Therapists, Physiotherapists, Health and Safety personnel at County Hall alongside the Specialist Teaching Service is sought to enable this to happen.

Section 14: **Dealing with Complaints**

Wherever possible we seek to discuss and come to agreement about children's education. The SENDCo, class teacher, Head teacher and SEND Governor can be contacted to discuss any concerns. The school's Complaints Policy is available from the school's office and on the [website](#).

SENDIASS

Phone Number: 0116 305 5614

Email: SENDiass@leics.gov

Further information can be located on their [website](#).

Head teacher – Mrs Iona Mock

Phone: 01509 214 119

Email: office@mountfieldslodge.leics.sch.uk

SENDCo – Mrs Jo York

Phone: 01509 214 119

Email: joyork@mountfieldslodge.leics.sch.uk

SEND Governor – Mrs Helen DeRijk (staff Governor)

Email: office@mountfieldslodge.leics.sch.uk

Section 15: **Bullying**

As a school we take the steps to ensure and mitigate the risk of bullying of vulnerable learners in our school. The SENDCo oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school. The safeguarding of all pupils within the school is the upmost priority of all staff. Strong relationships are built with all our children but we pay particular attention to our more vulnerable learners. Ensuring they have a voice to enable difficulties to be raised is essential in tackling any bullying that may occur.

How will we help to develop a child with SEND's emotional and social development?

- Circle time activities – following the school's own PHSE scheme ([Jigsaw](#))
- An [Elsa](#) Trained Pupil Mentor
- Social and friendship groups
- A named adult in school that is available for children to talk to
- Class buddies which help develop relationships across the school
- High levels of familiar staffing at breaktimes and lunchtimes

The schools Anti Bullying Policy can be found within our policy section on the [school's website](#).