

Offmore Primary School

SEN Policy and Information Report



Approved by:	Governing Body
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Last reviewed on:	April 2026
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Next review due by:	April 2027
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For clarity throughout this policy the words school and/or setting refer to all childcare services provided on the Offmore Primary School site.

Including: Go Beyond (Breakfast/After School Club) and Holiday Club.

Offmore Primary School puts the children's needs at the heart of its provision. Our whole school community is committed to enabling the children to become successful lifelong learners who can make positive choices about their future and achieve their full potential.

Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

The overall policy at Offmore Primary School reflects the high expectations we have of all our children. We ensure that all children including those with special educational needs and disabilities receive their entitlement to a broad, balanced and differentiated curriculum enabling them to develop their full potential.

Legislation and guidance

Legislation and Guidance This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation, including, but not limited to:

- The SEND Code of Practice (Jan 2015) https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf
- Children and Families Act (2014) <https://www.legislation.gov.uk/ukpga/2014/6/contents>
- The Special Educational Needs and Disability Regulations (2014) [The Special Educational Needs and Disability Regulations 2014](#)
- Supporting Pupils at school with medical conditions (August 2017) <https://assets.publishing.service.gov.uk/media/5ce6a72e40f0b620a103bd53/supporting-pupils-at-school-with-medical-conditions.pdf>
- Working Together to Safeguard Children (March 2026) https://assets.publishing.service.gov.uk/media/669e7501ab418ab055592a7b/Working_together_to_safeguard_children_2023.pdf
- Keeping Children Safe in Education (2025): https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping_children_safe_in_education_from_1_September_2025.pdf
- Ofsted Framework (2025) <https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework-for-use-from-november-2025>
- The Worcestershire Local Offer https://www.worcestershire.gov.uk/sites/default/files/2022-12/v6_the_local_offer_01_2020.pdf

Definitions

A pupil has SEN if they have a learning difficulty or disability which 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 others of the same age, or
- 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.

Disability: “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”.

Many children and young people who have SEN may have a disability under the Equality Act 2010.

Roles and responsibilities

The SENCO

The SENCO is Mrs Cat Skelding (CSkelding@offmore.worcs.sch.uk 01562 753934)

She will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN 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 and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date.
- Be responsible for co-writing and reviewing the school improvement plan.

The SEN governor

The SEN governor will:

- Help to raise awareness and accountability of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The Headteacher

The Headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.
- Have an overview of the SEND profile at the school and the pupils currently on the SEND register.
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the local authority to support individual pupils.
- Have clarity of arrangements in place in order to respond to need.
- Ensure that the SENDCO has sufficient time and resources to carry out their strategic role effectively.
- Monitor teaching and learning arrangements made for pupils with SEND.

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Knowing all of their children, including those on the SEND register. Being aware of their targets, next steps and implementing recommendations made by external agencies (where appropriate), and provisions outlined in EHC plans.
- 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. Adhering to the teacher, TA collaboration document.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

SEN information report

The kinds of SEN that are provided for

Pupils with SEND are categorised under the following four areas of need as outlined in the SEND Code of Practice 2015. Children may present with needs under one or more categories.

- **Communication and interaction**, for example, Autistic Spectrum Disorder, Asperger's Syndrome, speech, language and communication difficulties.
- **Cognition and learning**, for example, dyslexia, dyscalculia, moderate, severe or profound and multiple learning difficulties.
- **Social, emotional and mental health difficulties**, for example, attention deficit hyperactivity disorder (ADHD), eating disorders, anxiety disorders.
- **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, multi-sensory impairment, physical disability.

Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. 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 SEN.

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 pupil 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.

Parents sometimes ask us to look more closely at their child's learning, presentation or behavior. We take parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some pastoral or parental support. The SENCO works closely with our pastoral lead to ensure families are holistically supported. Parental requests may also lead to modification of provision, support and resources or further exploration and referrals to external agencies.

Consulting and involving pupils and parents

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed as soon as possible. If parents are worried or concerned that they think their child may have special educational needs or are worried about their learning development, they can talk to us. In the first instance they should contact their child's class teacher. However, if they would like to speak to Mrs Cat Skelding (SENCO), Leah (Pastoral Support) or any other member of the SLT (Senior Leadership Team) they can contact the school office on 01562 753934 to make an appointment.

Parents / carers will be notified at any early stage if the school becomes concerned about a child's learning development. We will also have a discussion with the child too. These conversations will make sure that:

- Everyone develops a good understanding of the child's areas of strengths and difficulties
- We take into account the parent's/ carer's views and concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are.

Any notes of these discussions will be added to the child's record and a copy given to the parent / carer if requested. Parents meet with class teachers at least three times a year. Parents of children who are on the SEND register are given additional time at parents evening or an additional appointment at another time to review, discuss and co-produce their child's Individual Provision Plan. Parents of children who have an EHC plan will also be invited to their annual review once a year.

We have an 'open door' policy at Offmore and parents can contact the school (class teacher/ SENDCo, Head teacher, etc.) at any time to discuss their child's progress.

Children who have been identified as having SEN co-produce a Pupil Profile with their class teacher (first page of the individual provision plan). This gives them the opportunity to think about what people like and admire about them; what makes them happy; what they would like to get better at and how they want to be supported.

Children with SEN have individual targets in the front of their Learning Journey books. These targets link to those on their Individual Provision Plans (IPPs). The class teacher, the pupil (if at an appropriate age) and parents discuss the targets and how the child will be supported to make progress towards achieving them. The targets are then reviewed. It might be that the targets may have been met and, as a result, new ones will be decided upon; or it may be decided that the child is still working towards the target but needs more time or alternative intervention or provision to achieve it.

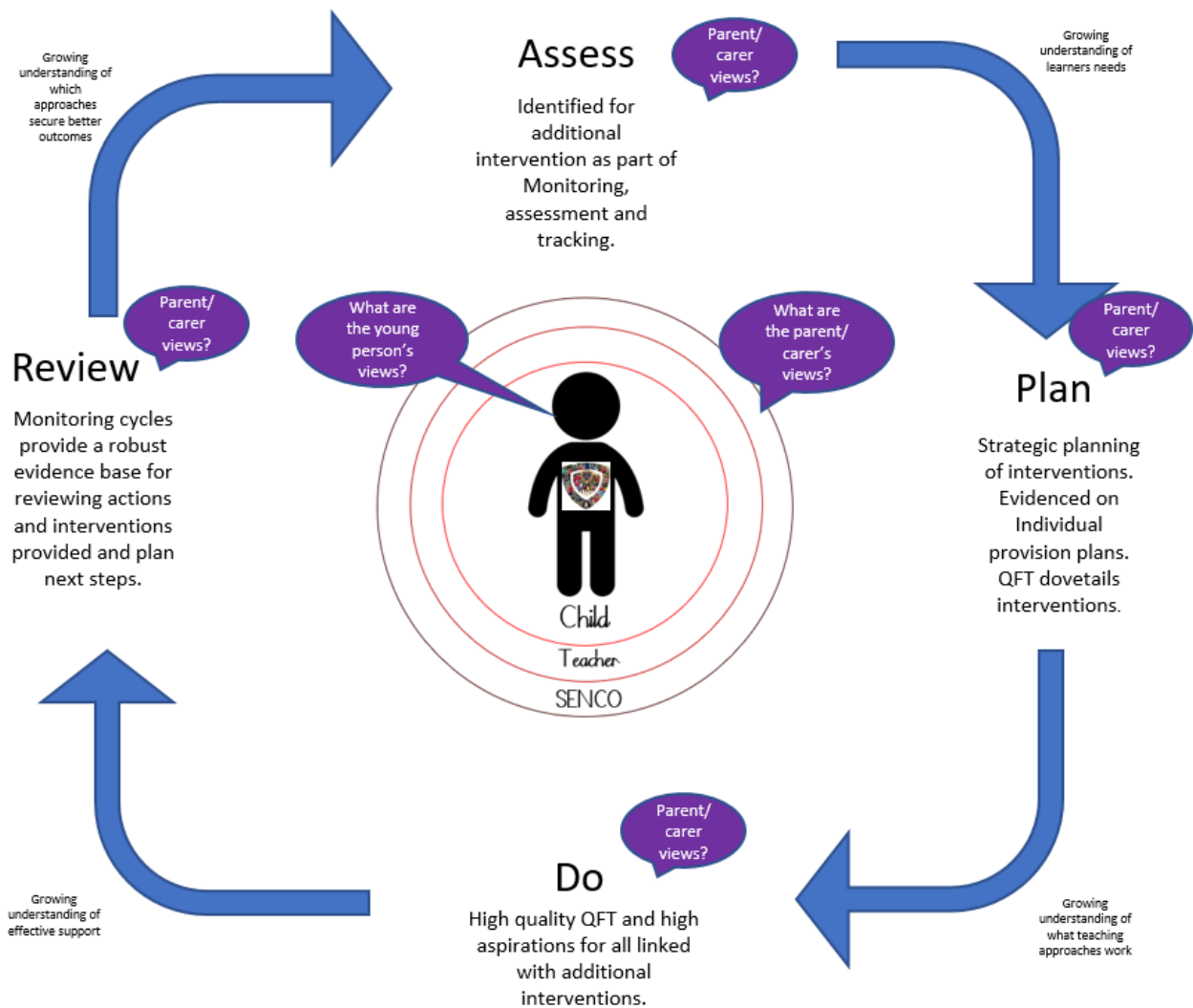
Assessing and reviewing pupils' progress towards outcomes

As outlined in the SEND Code of Practice, we will follow the graduated approach and the four-part cycle of **assess, plan, do, review** to track, monitor and evaluate arrangements for children with SEND. The 'assess, plan, do, review' cycle can be repeated as many times as needed to help the pupil progress. Some pupils will show good progress after the first round of support is put in place, but those with more complex needs might benefit from the cycle being repeated several times.

The graduated approach starts at whole-school level as teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children, but where a potential special educational need has been identified, this cyclical process becomes increasingly personalised. See the model below.

‘Assess, Plan, Do, Review’

The Graduated Response at Offmore



Assess

In the 'assess' stage of the graduated approach, teachers gain a growing understanding of a pupil's needs; this is done through gathering on-going, day-to-day assessments to make judgements about the progress a child is making. A clear understanding of a child's needs is critical to plan effectively, determine appropriate provision and make adjustments to teaching that will lead to good progress and improved outcomes for pupils.

Where concerns about a child's progress continue, despite making adaptations to teaching, further discussions will be sought with the child and their parents. On occasions, a child may need to be assessed in more detail in order to explore the precise gaps in their learning or to move towards a formal diagnosis, if appropriate.

This could include:

- Information from teachers including observations, or standardised tests.
- Use of profiling tools to identify detailed needs, such as for speech, language and communication needs.
- Screening assessments, such as for speech sound difficulties.
- The views of the child, young person and their family.
- Advice from external agencies or professionals.

Plan

The 'plan' stage involves discussing, planning and agreeing what will be put in place as an outcome of the assessment information gathered. The planning should involve the child, parents and staff from the school who know the child well (class teacher, teaching assistant and SENCO). Where other professionals are working with the child, they should also contribute to planning.

The initial step of the planning process includes agreeing specific targets in order to focus attention on key areas; the targets should aim to support the child to work towards their long-term outcomes. Following this, additional or personalised support should be identified, along with any specific teaching strategies, approaches or resources to be used.

This might include:

- Specialist programmes or a personalised curriculum.
- Additional resources.
- Working in a small group – e.g. for an intervention.
- Peer support or extra support from an adult.
- Physical or personal care support.

A timescale for reviewing the plan, and details of how progress will be monitored, also needs to be identified. This will be set out in a document known as an **Individual Provision Plan (IPP)**.

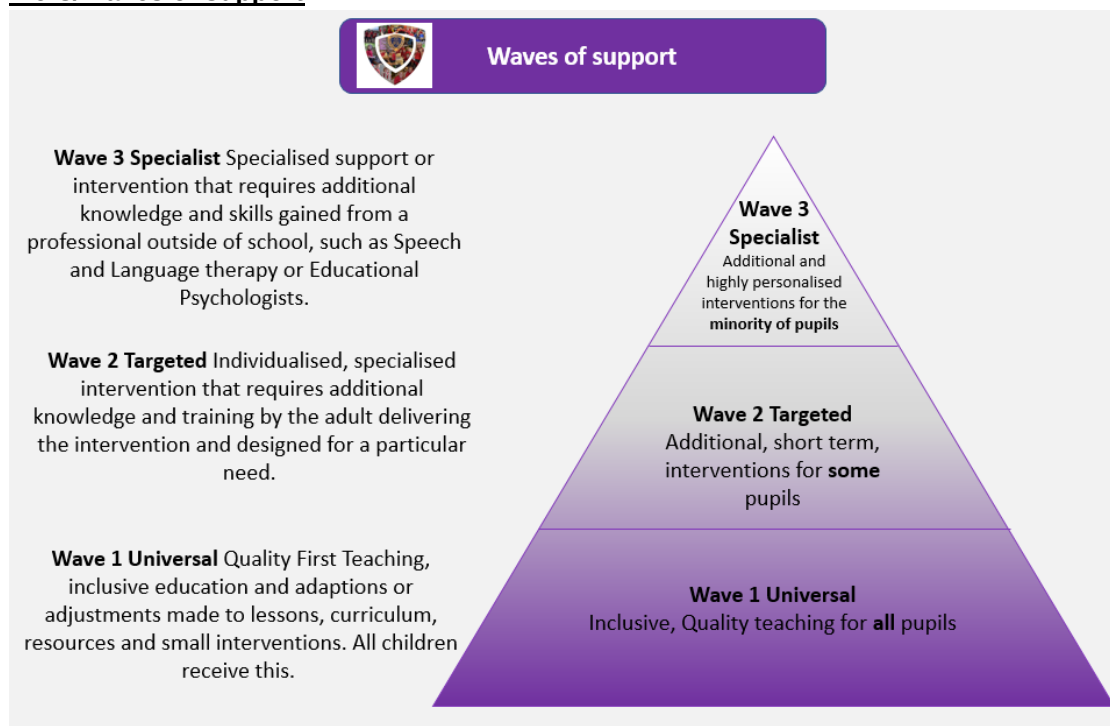
Do

In the 'do' stage of the graduated approach is where the plan is put into action. The teacher, SENCO and teaching assistants are responsible for making sure the child's needs are being met, and that targeted interventions are taking place regularly and effectively. Work taking place during targeted provisions should be fed back to the class teacher and recorded where necessary to enable effective reviewing at the next stage.

Review

In the 'review' stage of the graduated approach, targeted provision and adaptations to high-quality teaching, (as outlined on the child's Individual Provision Plan) will be reviewed to reveal impact. At this stage a child may have made enough progress meaning SEND support is no longer needed. Alternatively, or a further cycle of Graduated Approach may be required, or an Education, Health and Care Needs Assessment needs may be requested.

Tiers/Waves of support



Moving to an EHCP (Education, Health and Care Plan)

If a child fails to make progress, in spite of high quality and targeted support, and they need support beyond the level offered to other children with SEND, we would consider making an application for that child to be assessed for an EHCP.

An EHCP is a detailed plan that outlines the child's strengths and difficulties across health, education and care; and the provisions required to meet those needs. The plan is reviewed annually in a meeting attended or fed into by all stakeholders. The child's profile, outcomes and provision are revised. Worcestershire County Council are responsible for carrying out the needs assessments under the Children and Families Act 2014.

A request for an EHC Needs Assessment will only be made where a child/young person is failing to make expected progress following the Graduated response Assess/Plan/Do/Review cycles AND the special educational provision required to meet the child or young person's needs cannot reasonably be provided from the resources normally available to their setting through the local offer. For further information please see: [WCC EHCP Information](#) Having a diagnosis (for example ADHD, ASD or dyslexia) does not mean that a child needs an EHCP.

Supporting transitions

Entry to school - Induction is important to us and we invest time in welcoming our learners in a way that makes them feel part of our setting. Prior to entry, we encourage families of children with SEND to visit the school separately for an informal tour of the school, and to discuss information that specifically relates to their child's requirements. Extended transitions can also be arranged at this time when families can come in meet their class teacher, and allow the child to familiarise them self with the new setting. We can provide photos of the child's classroom and the staff who will be working with them.

- We use taster days and half day visits to support children in their transfer to our school.
- We can visit children in their current nursery or school prior to starting with us.
- We have good relationships with feeder settings as well as settings children move on to.

For more information about your child joining Offmore Primary School, please contact the main school office on 01562 753934 or email the office at: office@offmore.worcs.sch.uk

Transition to new settings - Pupils are prepared for transition to a new setting on an individual basis, depending on the level of need. This might include additional visits to the new setting, or a phased transition with set times in both our school and the new school. Others may be supported through materials which address key aspects of the new setting, including photographs and key information. The school works closely with both the family and the new setting at this time, in order to achieve a smooth transition. The school has strong links with the local high schools, and extended transitions are available for any vulnerable pupils, including those with SEND. Parents / carers are encouraged to make extra visits to the school at various times throughout the day. Staff from both settings liaise closely with each other in order to share information about all pupils.

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This is supported by non-negotiables that ensure consistent use of appropriate support and strategies to meet pupils' needs within the classroom. Wherever possible, we ensure that interventions take place within the classroom allowing pupils to access all areas of the curriculum and develop strengths and interests. Where necessary, we plan and deliver a range of targeted and specialist interventions. These are developed by drawing upon outside agency advice, IPPs or teacher assessment.

Through our monitoring system we ensure that learning that takes place as part of an intervention is generalised into the classroom. The targets that children have in the front of their Learning Journey books contribute to the effectiveness of marking and feedback against individual pupil targets.

We will also provide the following interventions:

- Individual / small group work with enhanced support for spelling, reading, writing, maths and handwriting
- Word Aware – to develop vocabulary
- Talkabout – to develop social and communication skills
- Language for Thinking – to develop verbal reasoning skills and the ability to answer more complex questions
- Black Sheep Press Narrative – to develop ability to use language functionally to relate events
- Teaching Children to Listen
- Auditory / Working memory
- Precision teaching
- Individual speech sound interventions

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating 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, matte laminating pouches etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Current environmental accessibility features include: a lift, ramps, wide corridors, disabled parking bay, disabled toilet and changing facilities, library shelves at wheelchair-accessible height

Adaptations to classroom environments are made for each class to meet the needs of the children e.g. table layout, height, etc.

You can find our school Accessibility Plan on our school website.

Additional support for learning

All school staff have a good awareness of SEND through regular staff meetings and training. Class teachers and teaching assistants receive targeted relevant training for specific pupil needs as they arise.

We also work with the following support services and outside agencies to provide support for pupils with SEND:

Educational Psychologist Team

Complex Communication Needs Team

Educational Psychology Service

Educational Welfare Office.

SENDIASS

School Nurse.

CAMHS (Child and Adolescent Mental Health Service), CAMHS CAST and WEST (Well-being and emotional support team)

Occupational Therapist

Language Units

Integrated Specialist Support Service

Specialist Early Years' Service

Teacher of the Deaf (TOD)

Visual Impairment Team

Behaviour Support Team

Physical disability outreach team

We have a number of teaching assistants who are trained to deliver interventions such as Talkabout, Word Aware, Language for Thinking, Wellcomm and Black Sheep Press Narrative.

Expertise and training of staff

Staff at Offmore have developed a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEN. The school has established a whole-school approach designed to support with children's individual needs. Bespoke training (e.g. Speech and Language, Developmental Coordination, etc.) is sourced appropriately to meet the needs of the children.

Mrs Skelding (SENCO) achieved her National SENCO Award in June 2023 and in 2025 completed her senior mental health lead training. She has a degree in speech and language therapy and has many years' experience of teaching and supporting children with SEN. She regularly attends conferences, seminars and courses in order to continue her professional development with regards to SEN. Mrs Skelding is able to provide support for staff on the delivery of targeted interventions and use of universal strategies to support any child with SLCN. She works together with Leah (Pastoral Support) and Mr Johnstone (Pastoral and Behaviour Support) to ensure children's mental health and wellbeing is effectively supported in school.

Teaching Assistants are deployed in classes to support children on a 1:1 or small group basis on targeted tasks. We look to ensure that we have a variety of skills among our staff body in order to enable us to support children in the best possible way.

We have two TAs who are registered as Communication TAs. They have access to a termly cluster meeting which includes training on aspects of targeted intervention and as a result is able to act as a resource for colleagues in delivering small group targeted intervention for children with speech, language and communication needs (SLCN). We have a BSL TA who supports one of our children. The staff around this child are learning BSL in order to maximise his access to communication partners.

Training and support from external agencies is accessed in order to upskill staff working with children with SEN, e.g. the Speech and Language Therapy Team (SALT) support staff in their delivery of interventions such as *Talkabout* (social communication), *Language for Thinking* (verbal reasoning), *Black Sheep Press Narrative* (sequencing and story-telling / writing) and *Teaching Children to Listen* (attention and listening skills). Other staff members have had training on ADHD, Dyspraxia, Autism, Smart Moves (a programme to develop gross motor skills) and Dyslexia.

Staff have received whole school training on: *Team Teach*, *Attachment*, *Phonics and Word Aware* (a vocabulary developing programme).

When required, referrals can be made by our SENCO to the Learning Support Team, Educational Psychology, Speech and Language Therapy, the Complex Communication (Autism) Team, the Sensory Impairment Team and CAMHS CAST. Initial assessments and reviews can then take place (with the permission of parents/carers), reports can be produced, and appropriate, individualised strategies can then be implemented in order to help children with SEN make progress against their individual targets (detailed in their Individual Provision Plan).

This academic year, we have purchased additional Speech and Language Therapy input and have a Speech and Language Therapist on site half a day a week and a second Speech and Language Therapy Assistant half a day every fortnight. They support staff to assess, monitor and deliver interventions and set targets. They also offer parent and staff drop-ins to discuss any concerns, and deliver training to staff and parents who request additional support.

Securing equipment and facilities

The type of support, equipment and facilities needed to support children with SEN is led by the child's individual need. If a child has an EHCP, their EHCP clearly lays out the type of support needed as a recommendation. Other children will also receive support linked to their needs as indicated on their IPP. This support may take various forms:

- In class support from teaching assistants

- Small group support
- One to one support
- Support from external agencies
- Personalised resources (e.g. sloped writing desk, task management boards, timers, coloured paper, coloured overlays, pens and pencils with appropriate grips, technology, word mats, specialised dictionaries, etc)

All of the above is sourced and secured by the SENCO from the SEN notional budget or from 'enhanced funding' when appropriate and available.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEND:

- Through regular monitoring of all children with SEND, to ensure that academic progress is being made against National/Age Related Expectations (ARE) and that the gap is narrowing between them and their peers.
- By reviewing the children's targets on their IPP's and ensuring that provision is put in place to help the child achieve them.
- Through verbal feedback from the child, the parent and teacher to build a wider picture.
- Through children moving off the SEN Register when they have made sufficient progress – parents will always be informed if this has taken place.
- Through regular monitoring of interventions to ensure they are making an impact.
- By asking staff to complete questionnaires to highlight areas they require additional training on.
- Carrying out regular learning walks are to ensure there is a whole-school approach to supporting children with additional needs.
- By the SENCO reporting to the Head Teacher and Governors regularly to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times.
- By the governor responsible for SEND meeting every term with the SENCO. They report on their visit to the governors to keep them all informed with school or LA (Local Authority) information.
- By the governors agreeing priorities for spending within the SEN budget, including the Pupil Premium, with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities.
- By holding termly IPP reviews with class teacher and parents / carers to discuss progress against targets
- By holding termly pupil progress meetings to track the progress of all children
- By holding annual reviews for pupils with EHC plans.

For pupils with SEND, parents / carers can also discuss progress at parent's / carers' evenings, though appointments to see either the class teacher or SENCO can be made at any time by contacting the school office.

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

At Offmore Primary, it is our aim to treat all of our pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Our accessibility plan is available online on the school website <https://www.offmoreprimary.co.uk/Information/Policies/>, and paper copies are available upon request.

Offmore Primary is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.

A variety of extra-curricular clubs are provided during lunchtimes and after school. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this.

Some children find the lunchtime period challenging. Depending upon their needs, it might not be appropriate for them to eat in the dining hall with a large number of children or spend long periods of time outside. Each child's needs will be considered on an individual basis, and individual provision made to support individual needs where this would benefit the child.

Support for improving emotional and social development

Offmore is an inclusive school that prioritises every child's emotional and social development. The class teacher has overall daily responsibility for the pastoral (well-being), medical and social care of every child in their class; should they have any concerns, additional support may be implemented. This may be with Leah (Pastoral Support) or Mr Johnstone (Pastoral and Behaviour Support) who are experienced and skilled in listening to children and providing bespoke support and intervention when required. Mrs Skelding, our SENDCO and trained Mental Health First Aider, is also available to provide support where and when required.

For some children who may find lunchtimes challenging, Leah runs a lunchtime chill out club to provide children with an alternative to going on the playground; the children have a choice of activities and the opportunity to relax and talk to staff if needed.

We have a zero-tolerance approach to bullying.

Working with other agencies

Offmore works with other agencies and services so as to share aims, information, tasks and responsibilities in order to intervene early to prevent a child or young person's difficulties or their impact becoming worse. These agencies and services include local authority support services, health and social care bodies and voluntary sector organisations. This multi-agency approach is designed to meet pupils' special educational needs and support their families.

Complaints about SEN provision

If you wish to discuss your child's educational needs, the first point of contact would be your child's class teacher. If they are unable to help, then please contact:

- SENCO – Mrs C. Skelding cskelding@offmore.worcs.sch.uk 01562 753934
- Deputy Head teacher – Miss Green
- Head teacher – Mrs Smith

However, if after discussing your concerns with the above and you remain unhappy with the outcome, then the school's complaints procedure can be obtained by contacting the school office:

office@offmore.worcs.sch.uk or by following this link: <https://www.offmoreprimary.co.uk>

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our 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

Contact details of support services for parents of pupils with SEN

SEN Services - SENDIASS (Formally Parent / carer Partnership Service)

<https://www.worcestershire.gov.uk/sendiaass>

Email: SENDIASS@worcestershire.gov.uk

Helpline: 01905 768153 (24 hour answer service)

The local authority local offer

Our contribution to the local offer is <https://www.offmoreprimary.co.uk/Information/Local-SEND-Offer/>

Our local authority's local offer is published here <https://www.worcestershire.gov.uk/council-services/schools-education-and-learning/send-local-offer>

Monitoring arrangements

This policy and information report will be reviewed by Mrs Skelding (SENCo) 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.

Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions