



Whitmore Park Primary School

SEND and Inclusion policy

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1. Aims

Rationale and Objectives of Policy:

At Whitmore Park we are committed to providing an appropriate and high quality education to all children admitted to the school. We recognise and support that all children, including those identified as having special educational needs, have a common entitlement to access a broad and balanced academic and social curriculum. We recognise and support that all pupils, including those identified as having special educational needs, have a right to be fully included in all aspects of school life.

We recognise and support that all children should be equally valued in school. We strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe.

At Whitmore Park we are committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to create a sense of community and belonging which offers new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. We aim to ensure that all children achieve to the best of their abilities and that they are fully included with equal access to all opportunities within school.

We recognise and support that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for, and the achievement of, different groups of learners:

- girls and boys,
- minority ethnic and faith groups, Travellers, asylum seekers and refugees.
- learners who need support to learn English as an additional language (EAL).
- learners with identified special educational needs, such as dyslexia.
- learners who are disabled.
- those who are gifted and talented.
- those who are looked after by the local authority (LAC) or are previously looked after (PLAC).
- others such as those who are sick; those who are young carers; those who are in families under stress.
- any learners who are at risk of disaffection and suspension.

This policy describes the way we meet the needs of children who experience barriers to their learning which may relate to sensory or physical impairment, learning difficulties, low levels of emotional / social development or the learning environment in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils for whom maturity is a crucial factor in terms of readiness to learn. We recognise that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Whitmore Park we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve his or her full potential.

At Whitmore Park we see the inclusion of children identified as having special educational needs as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/ carers and the community. We endeavor to identify barriers to learning and specific difficulties that children may experience so that additional provisions can be made to ensure that everyone succeeds.

Underpinning our aims is our commitment to:

Values

- To provide a safe, happy and caring environment in which all individuals are valued.
- To develop a culture of positive role models where difference is embraced, understood and respected.

Personal

- To create opportunities and an environment where children have a desire for learning and develop a thirst for knowledge and curiosity.
- To recognise all achievements and that each child makes a unique contribution to the life of our school.
- To understand the needs of each child so they are challenged in order to fulfil their potential.
- To develop relevant knowledge, skills, practical abilities and self-confidence by tailoring teaching and learning to the needs of the child.

Curriculum

- To provide a rich and varied curriculum, within a clear framework, so as to inspire and challenge each child to attain as highly as possible in both academic and non-academic skills.
- To provide a clear curriculum framework for each child, to monitor his/her achievement within that framework and ensure the child and parents/carers know what the next steps are.
- To deploy resources effectively in order to meet the needs of the curriculum.

Community

- To ensure good communication between home and school so that parents/carers can share in their child's learning and achievement.
- To ensure that all pupils have fair access to all areas of school life.
- To build solid foundations for citizenship and skills for life so that our children are prepared for the world beyond our school and they are ready for future development.

2. Legislation and guidance

This policy complies with the statutory requirement laid out in the [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- Equality Act 2010: advice for schools DfE (2013)
- The Public Sector Equality Duty (section 149 of the Equality Act 2010)
- The Governance Handbook, which sets out governors'/trustees' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

The SEND information report can be found on our website: <https://www.whitmorepark.org/pupil-support-send/>

3. Definitions

Definitions of Special Educational Needs (SEND) taken from section 20 of the Children and Families Act 2014

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

1. Have a significantly greater difficulty in learning than the majority of others of the same age; or
2. Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

A child under compulsory school age has special educational needs if they fall within the definition of (1) or (2) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

4. Roles and responsibilities

At Whitmore Park the role of Special Education Needs and Disabilities Co-ordinator is encompassed within the job description of the Inclusion Leader. The Inclusion Leader is Miss Samantha Carney. Mrs Laura Parsons is leading on our SEND provisions within Early Years (Nursery and Reception). Our SEND Governors are Mrs Mandy Walker and Mr Paul Cowley.

Contact details: sam.carney@whitmorepark.org

Mrs Mandy Walker / Mr Paul Cowley: admin@whitmorepark.org

4.1 The Inclusion Leader

The Inclusion Leader and Early Years SEND Lead will:

- Work with the headteacher and SEN governors to determine the strategic development of the SEN policy
- Work with the headteacher and SEN governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments
- 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
- Keep up to date with new initiatives to support pupils with SEND and share good practice with all staff
- 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 by managing arrangements for monitoring, reviewing and evaluating the effectiveness of provision for SEND
- Monitor pupils' progress
- Make referrals to other provisions where appropriate, following consultation with headteacher and parents
- Make requests for statutory assessment, following consultation with headteacher and parents
- 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 including: the local authority, health and care professionals, those listed in the SEND Information Report and schools that children transfer to
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Attend governor training / update meetings
- Have regard to the Legislation and Guidance within this policy
- Help to raise awareness 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, Inclusion Leader and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Manage the work of the Inclusion Leader and SENDCo
- Work with the SENDCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher (including subject specialist teacher's) is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Work with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Write and Review the pupils learning plans (e.g. My Support Plans, Personal Learning Plans, One Page Profiles)
- Where pupils have an 'Education, Health and Care Plan' teachers will review it with the SENDCo in preparation for the Annual Review
- Ensure that pupils have full access to any SEN provisions that have been given to them

5. SEN information report

The full SEN information report can be found on our website: <https://www.whitmorepark.org/pupil-support-send/>

5.1 The kinds of SEN that are provided

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none">• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia• Moderate learning difficulties• Severe learning difficulties• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none">• Mental health difficulties such as anxiety, depression or an eating disorder• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder• Suffered adverse childhood experiences

	These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

5.2 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.

Persistent disruptive or withdrawn behaviours will not automatically mean a pupil is recorded as having SEN.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not 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.

5.3 Disability

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 sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

At Whitmore Park we observe two key duties:

- We must not directly or indirectly discriminate against, harass or victimise disabled children and young people.
- We must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require.

Identification

The SEND Code of Practice (2014) states:

- A child or young person has SEN 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 or a young person 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.”

Early identification of pupils with SEND is a priority. The school uses appropriate screening and assessment tools to ascertain pupil progress for all through:

- Evidence obtained by teacher observation/assessment.
- Baseline assessment results.
- Pupil progress in relation to objectives in the revised 2014 National Curriculum.
- Standardised screening or assessment tools.

- Observations of behavioural, emotional and social development.
- Assessments by a specialist service such as Educational Psychology.

At Whitmore Park, we encourage all employees working with the pupils in the school to raise any SEND concerns with the pupil's teacher in the first instance, then year group leads.

Assessment

Progress is a crucial factor in determining the need for additional support. Based on the school's observations and assessment data and following a discussion between the class teacher, SEND lead and parent, the child may be recorded on the school's SEND register and supported through:

1. Differentiated curriculum support within the class.
2. SEND support through outside agencies such as the:
 - NHS Speech and Language
 - SEND Early Years Team
 - SEMH&L - Social, Emotional, Mental Health & Learning Team
 - CCT – Complex Communication Team
 - EP - Educational Psychologist
3. Additional support through an Educational Health Care Plan (formerly a Statement of Educational Need).

Monitoring and Reviewing

PLPs / MSPs / OPPs:

The SEND Leads and class teachers will refer to data available to review pupil progress at least termly. This will help to inform whether amendments to pupil's SEN plans are required and whether referrals to external agencies are required. Class teachers will then consult with parents to agree the next plan for their child.

External Agencies:

External agency support from CCT and SEMH&L is reviewed at termly planning meeting between the agency representative and Inclusion Leader.

Other external agencies will set their own reviewing procedures.

Inclusion Team:

At Whitmore Park, we have an Inclusion Team which consists of the Head Teacher, Deputy Head Teacher, Inclusion Leader, Safeguarding, Attendance and Welfare Officers and other members of the Inclusion Team. We meet weekly to monitor and review provision in the wider sense of including welfare support for families as well as meeting needs of the children.

5.4 Consulting and involving pupils and parents

As well as the concept of parents as partners being central to the SEND Code of Practice (2014), it is something that we value greatly at Whitmore Park Primary School. Parents / carers should always be kept informed about their child's progress at school and any difficulties made known to parents / carers at the earliest stage. At Whitmore Park we appreciate that in some instances it may be that the parents /carers notice difficulties first for a variety of reasons. We therefore value parents contacting class teachers initially to discuss their concerns. The class teacher may then arrange for a member of the Inclusion Team to contact parents directly to further explore concerns.

At all stages of the SEN journey we will have conversations with the team around the child to ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are to achieve the best outcomes for the child

Records of meetings, interventions, plans and or reports will be kept on Provision Map.

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

5.5 Assessing and reviewing pupils' progress towards outcomes

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

The class or subject teacher will work with the SENCO and / or relevant external agency to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's and / or the team around the child's assessment and experience of the pupil
- The pupil's previous progress and attainment
- Observations of social, emotional and / or mental health difficulties; possibly using Thrive
- The individual's development in comparison to their peers and national data
- The pupil's own views

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.6 Supporting pupils moving between phases and preparing for adulthood

Pupils moving into Nursery or Reception at Whitmore Park:

During the summer term prior to pupil's joining Whitmore Park, SENCOs, Nursery staff and Reception staff will endeavor to gain as much information as possible about pupil's entering our school. This is so that we can provide early support as soon as practicably possible. It may be that the pupil is already known to the 'SEND Early Years Team' and often there will be a multi -agency meeting in the summer term which parents are invited to.

Pupils moving to secondary school:

It is not usual for SENCOs or class teachers to share pupil information with secondary school's prior to the transition lists becoming available at the end of March. Following this date, it is usual for relevant members of staff at Whitmore Park to speak with relevant members of staff at the secondary school that pupils are transferring to. This is to ensure that the secondary school is able to plan any additional support and or interventions prior to the September start date.

At Whitmore Park we recognise that this can be a challenging time for both pupil's and parents. We therefore provide additional support where needed e.g. arranging additional transition meetings with parents and SENCOs from both schools.

We may also offer pupils additional support from the LA Attendance and Inclusion Team who offer transition packages.

SEN files are usually transferred in the September once we have received notification that the pupils have arrived at their next school – this allows for any final appeals to have taken place.

It is the responsibility of the parent to notify any NHS agencies that their child is moving provision.

Pupils moving settings before the end of Year 6:

There is usually a meeting between the SENCOs. As soon as practicable we will ensure that any SEN information is sent to the receiving school.

It is the responsibility of the parent to notify any NHS agencies that their child is moving provision.

5.7 Our approach to teaching pupils with SEN including adaptations to the curriculum and learning environment

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

We follow the 2014 National Curriculum and support access through differentiated planning, One Page Profiles, Personal Learning Plans and My Support Plans. These plans will record any appropriate intervention strategies or additional equipment that an individual pupil may require.

At Whitmore Park, high-quality first teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

The key characteristics of high quality first teaching are:

- highly focused lesson design with sharp learning objectives which is differentiated to ensure that all pupils are able to access it, for example, by grouping, 1:1 work, additional resources
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining – this may require to adapt our staffing so that skill sets are matched to the needs of the pupils

- an emphasis on learning through dialogue, with regular opportunities for pupils to talk individually, through partner talk and in groups
- an expectation that pupils will accept responsibility for their own learning and
- work independently
- regular use of encouragement and praise to engage and motivate pupils
- ongoing informal and formal assessment
- In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning intentions, teaching styles and access strategies. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

We may also provide interventions from within school such as Buddying, Mentoring, Thrive, Read Write Inc, as well as interventions from external agencies – further details can be found on our SEN Information Report.

Some pupils may require additional aids such as:

SEMH Support – Ear defenders, Focus tools, Busylegz, Visual Timetables, Picture Exchange Cards

Reading / Writing Support – Pencil grips, colour overlays, highlighters

Maths Support – Manipulatives such as counters, Diennes

Communication Support – longer processing times, pre-teaching of key vocabulary

5.8 Expertise and training of staff

Our Inclusion Team has various expertise within it, including:

Qualified SENCO

Thrive Licensed Practitioners

Mental Health First Aiders

Cognitive Behavioural Practitioner

Staff trained to deliver Mentoring, Buddying

Staff within the Nursery and Reception, are trained in a basic level of Makaton to support communication needs

In-house additional needs and Inclusion training is provided by the Inclusion Team via staff meetings.

The Inclusion Leader ensures that the Inclusion Team training log is kept up to date and is shared with governors termly.

Where there is an identified need for additional training to meet the needs of an individual pupil, the Inclusion Leader will ensure that suitable training is secured. This may require the requisitioning of external agency training.

5.9 Securing equipment and facilities

Where there is an identified need for specialist equipment and facilities, Whitmore Park will work with the relevant agencies to ensure that the correct specifications are secured.

5.10 Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their targets term to term and over the 12 month annual period, this may include evaluating data from academic attainment and / or Thrive
- Monitoring by the SENCOs and Senior Leadership Team
- Ensuring that school held plans are reviewed at least termly (OPPs, PLPs, MSPs)
- Ensuring that the statutory requirements associated with Education Health and Care Plans are met

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

All pupils are encouraged to take part in all aspects of school life including having equal and fair access to our extra-curricular activities, school visits and our before-and-after school clubs.

All pupils are encouraged to go on our residential trip(s) e.g. Dol-Y-Moch

No pupil is ever excluded from taking part in these activities because of their SEN or disability. Where a pupil has access to resources to support them within their classroom, these are also made available to them at relevant clubs e.g. ear defenders.

It may be necessary for a pupil to require an individual risk assessment to be made before they attend activities. The purpose of the risk assessment will be to identify risks to safety and identify reasonable adjustments to minimise those risks. These will be shared with parents and agreement will be sought to enable the pupil to attend.

5.12 Support for improving emotional and social development

At Whitmore Park Primary School our Inclusion Team delivers a number of interventions to help children with their emotion and social development. These include:

Thrive

CBT

Mental Health First Aid

Mentoring

Buddying

We work closely with families to enable Early Help Assessment to be provided if the need extends to the wider family.

We encourage all of our pupils to engage in the extra-curricular activities that interest them to promote teamwork / building and fostering friendships.

We have a zero tolerance approach to bullying.

5.13 Working with other agencies

At Whitmore Park Primary School, we work with a wide variety of agencies.

Where pupils and / or families require external support, or external assessments, parents will be consulted as to the reasons for this and the outcomes that we are seeking. Reports of assessments will be shared with parents in the method that they prefer, either electronically via email or as a paper copy.

Agencies that we work with include, but are not limited to:

- Complex Communication Team (CCT)
- Social, Emotional, Mental Health & Learning Team (SEMH&L)
- SEND Early Years Team (SEND EYT)
- Educational Psychology Services (LA EP)
- LA Sensory Support Services (SSS) for Hearing Impairment (HI) and Visual Impairment (VI)
- NHS Speech and Language (SALT)
- Virtual Schools (VS)
- School Nursing Team

We often support parents with referrals to the following agencies:

- Neurodevelopment Team for ASD, ADHD, Tourette's Syndrome assessments
<https://www.covwarkpt.nhs.uk/service-detail/health-service/neurodevelopmental-team-childrens-22/>
- RISE for emotional wellbeing and mental health concerns
<https://cwrise.com/>

If parents have made their own referrals to agencies and require education input, they should first approach the pupil's class teacher.

5.14 Complaints about SEN provision

At Whitmore Park Primary School, we value parental contribution at all stages of pupil's journeys. We appreciate parents raising concerns with us as soon as the parent becomes concerned. Often by working with the parent, we are able to swiftly address these concerns and reach a satisfactory outcome.

Where parents feel that their concerns have not been addressed, complaints about SEN provision should be made to the class teacher in the first instance. If the response here is not satisfactory, then the complaint should be made to the Inclusion Leader. If that response is not satisfactory, then the complaint should be made to either the HT or DHT.

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

- Suspensions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.15 Contact details of support services for parents of pupils with SEN

Whitmore Park regularly shares information that it receives from agencies including:

SENDIASS - <https://www.coventry.gov.uk/iass>

RISE - <https://cwrise.com/>

MIND - <https://cwmind.org.uk/>

Compass - <https://www.compass-uk.org/services/compass-coventry-children-and-young-peoples-mental-health-service/>

Parents are also able to seek further independent EHCP advice from IPSEA - <https://www.ipsea.org.uk/>

At Whitmore Park Primary School, we encourage parents to share concerns with us so that we can help signpost to a variety of support services.

5.16 Contact details for raising concerns

Class teachers can be contacted using Class Dojo or via admin@whitmorepark.org

Inclusion Leader can be contacted at sam.carney@whitmorepark.org

The Head Teacher and Deputy Head Teacher can be contacted via admin@whitmorepark.org

5.17 The local authority local offer

Coventry LA have presented a 'Local Offer' which can be found at <https://www.coventry.gov.uk/localoffer>.

Our contribution to the local offer can be found at: <https://www.whitmorepark.org/pupil-support-send/>

6. Monitoring arrangements

This policy and information report will be reviewed by the Head Teacher every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

7. Links with other policies and documents

This policy links to the following documents

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