



Countesthorpe Academy

SPECIAL EDUCATION NEEDS AND DISABILITY POLICY 2021 - 2022

*Policy Reviewed and Adopted by the Governing Board on:
Signed (Chair of Local Governing Board):
Date of Next Review:
Responsible Officer:*

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Mr J Taylor
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Mr S Brown*

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1. THE KINDS OF SPECIAL EDUCATIONAL NEEDS FOR WHICH PROVISION IS MADE AT COUNTSTHORPE ACADEMY

Countesthorpe Academy is an 11 to 19 Academy serving the area of South Leicestershire and providing a high quality education for students in the local community and beyond. The Academy continues to be very popular and we have approximately 1300 students in Years 7 to 11 and over 300 in Sixth Form. As a wholly inclusive Academy we take students of all levels of ability and provide them with an appropriate personalised learning experience, helping all individuals to achieve their true potential.

In Year 10 students embark on a personalised pathway which reflects their individual ability, needs and interests; this may be one of four pathways which all offer a different type of experience.

- General Pathway
- EBacc Pathway
- Applied Pathway
- Skills Pathway

2. INFORMATION ABOUT COUNTSTHORPE ACADEMY POLICIES FOR THE IDENTIFICATION AND ASSESSMENT OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS

The Headteacher has overall responsibility for SEND provision in the Academy and the Assistant Principal is the Senior Management link that regularly monitors and reviews the provision.

The SEND Department is led by the SENCO, Stephen Brown. He has responsibility for:

- Overseeing the day-to-day operation of the Academy SEND Policy
- Co-ordinating provision for all students with special educational needs
- Liaising with, and advising, teachers and colleagues
- Managing Teaching Assistants
- Overseeing the records of all pupils with special educational needs
- Liaising with parents
- Contributing to in-service training of staff
- Liaising with LEA support services and other external agencies

The Assistant Head of Department, Pam Crowdell, assists Stephen in managing the Teaching Assistants and the Learning Support Assistants and the SEND provision, and both are supported by the Admin Assistant.

Students with special educational needs are identified as early as possible by teaching staff, parents or by pre-existing information from the feeder Primary Schools. Additional information is collated from a number of further assessments which students complete on entry into Year 7 with baseline written assessments in all curriculum areas. The data can be used to help identify students who are not making expected levels of progress and indicate that further assessment is required. The Academy uses a variety of tools including an IT based dyslexia screening programme to help identify any students with possible specific learning difficulties. In cases where a pupil is continuing to experience significant difficulties, further external expertise may be requested; the Academy will refer to external agencies for assessments or diagnosis as appropriate following consultation with parents/carers.

3. INFORMATION ABOUT COUNTSTHORPE ACADEMY POLICIES FOR MAKING PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS WHETHER OR NOT PUPILS HAVE EDUCATION HEALTH CARE PLANS

Countesthorpe Academy has extremely positive relationships with the local primary schools and there is a comprehensive transition process in place for all students. This provides schools and parents with information in order to ensure that each student has access to a broad and balanced curriculum which also meets their individual needs. Additional small group visits are arranged for those students with special education needs who are anxious about transition.

Support for students, teachers and support staff includes:-

- Identifying and responding to individual needs
- Providing an appropriate curriculum taking into account National Curriculum and exam syllabuses, continuity and progression and departmental development plans
- Delivering an appropriate curriculum taking into account suitable teaching materials, effective, differentiated strategies, a supportive learning environment and encouraging a positive self-image
- Records are kept by colleagues in the Special Educational Needs Department and are shared with the class teacher to support effective teaching and learning in the classroom
- Providing learning support through curriculum development, support teaching; training, CPD and INSET
- Monitoring individual progress through a range of strategies at departmental level and termly Progress Reviews
- Ensure that parents/carers understand the processes and involve them in the support of their child's learning

- Encourage students with SEND to actively participate in all decision making processes and contributing to the assessment of their needs, meetings and transition process
- Teaching Assistants and teachers collaborate effectively
- Teaching Assistants are used appropriately to support independent learning
- Assessment and advice from external agencies when necessary

Interventions to support pupils learning can take place both during or after the school day. Classroom based support is available through an experienced team of Learning Support Assistants and Teaching Assistants who also run a homework club every Tuesday and Thursday from 3.00 to 4.00pm where students can access help with work.

The Academy adopts a graduated response recognising that there is a continuum of special educational needs. Based on an 'Assess, Plan, Do and Review' framework, students may benefit from a range of differentiation strategies within the classroom, a more detailed Student Support Plan or a comprehensive Education, Health Care Plan for those students with more complex needs.

Countesthorpe Academy encourages parents to contribute their knowledge and understanding of their child, and to raise any concerns they may have about their child's needs and the provision that is being made for them. Parents are contacted as appropriate through the year if any changes need to be implemented.

a) HOW COUNTESTHORPE ACADEMY EVALUATES THE EFFECTIVENESS OF ITS PROVISION FOR SUCH PUPILS

The Governing Body monitors the success of the education we provide in relation to special educational needs against the following criteria:-

- The existence of accurate and up to date record keeping
- Evidence of contact with parents/carers and/or review meetings for students with special educational needs
- The attendance by parents/carers at review meetings
- The number of students for whom an Education Health Care Plan is no longer necessary because of good progress
- Student attainment e.g. levels of progress, exam statistics, confidence and self esteem
- SEND management involvement and support in special educational needs issues
- Inclusion of special educational needs in whole Academy development planning

- The SEND Governor meets with the SENCO termly to ask questions of the SENCO about the Learning Support Department, the progress of pupils with special educational needs as well as any general issues which arise. The governor is also a support to the SENCO. The governor will then write a report which is sent to the Headteacher and presented at a Governors' Meeting.
- The progress of all pupils, including those with special educational needs, will be discussed with subject teachers at parents' evenings. It will be possible to meet either the SENCO, or a member of the learning Support Department, at all parents' evenings. For some parents a longer appointment is necessary and this will be arranged.

b) COUNTSTHORPE ACADEMY ARRANGEMENTS FOR ASSESSING AND REVIEWING THE PROGRESS OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS

The progress of all students is monitored as part of a whole Academy approach both, at department and whole school level, by termly tracking of data recognising motivation, attainment and levels of progress.

Records are kept by colleagues in the Special Educational Needs Department and are shared with the class teacher to support effective teaching and learning in the classroom. Subject teachers and tutors monitor, assess and review student progress regularly to identify those who are not making expected progress or who have needs which are affecting their ability to engage in learning. Identification is flagged up through a number of channels including the Academy assessment cycle and termly tracking data, concerns raised by teaching and/or support staff, Heads of Year or parents.

The 'Assess, Plan, Do and Review' framework is followed for students who are not making the expected levels of progress and a range of additional strategies may be put into place including an Information and Guidance sheet for the students circulated to teachers on the school network.

Students who continue to experience difficulties may be referred to external agencies and a more detailed SEND Support Plan will be drawn up in consultation with all those involved with the student.

Pupils with more complex needs who have an Education, Health Care Plan are formally reviewed on an annual basis in line with statutory guidance. Reports from teachers and advice from external agencies are collated with feedback from the student and parents/carers. Copies of the findings of the meeting are sent to the Local Authority and circulated to all involved in the meeting.

c) COUNTSTHORPE ACADEMY APPROACH TO TEACHING PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Countesthorpe Academy strives to be an inclusive Academy, engendering a sense of community and belonging through:

- A broad and balanced curriculum for all students
- Nurture Group in Year 7
- A choice of four pathways matched to needs and interests at Year 10
- High expectations and suitable targets for all students
- Systems for early identification of barriers to learning and participation
- Differentiated support within a mixed ability setting
- Classroom support to increase curriculum access and student achievement
- Small group teaching to raise attainment and self esteem
- Counselling as part of our pastoral responsibilities
- Extensive extra-curricular activities for all students
- Access to rooms and buildings
- A Special Educational Needs department at the heart of the Academy with open access to all students and staff.

Heads of Department are responsible for:

- Monitoring the progress of SEND students and ensuring that proper provision is made in the classrooms based upon the advice and guidance provided by the SENCO.
- Ensuring that department members differentiate work appropriately and put in place any measures that are part of the agreed provision for an individual student, or groups of students.
- Working with LSAs in planning and preparing to meet the needs of the individual, or groups of students.
- Providing information and accurate records to parents, the SEND team, students and colleagues as and when required.

Heads of Year are responsible for:

- Monitoring the progress of all students and working with Heads of Departments and colleagues to ensure that proper provision is made in the classrooms and Academy based upon the advice and guidance provided by the SENCO.

- Providing information and accurate records to parents, the SEND team, students and colleagues as and when required.
- Providing support and additional guidance to safeguard the emotional and social development of SEND students.

Parents Evenings also provide an opportunity to discuss progress with subject staff and ascertain if the pupil's needs are being met and progress made; there is also the opportunity to discuss this further with the SENCO as appropriate.

d) HOW COUNTSTHORPE ACADEMY ADAPTS THE CURRICULUM AND LEARNING ENVIRONMENT FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

The Academy strives to provide a comprehensive learning experience for all students. Students at Year 10 are asked to make a choice from one of four pathways designed to ensure that all students have a curriculum which suits their individual needs in terms of ability, strengths and career aspirations.

- The General Pathway is followed by the majority of students. It combines the core subjects of English, Mathematics, Science, RE and Physical Education plus three further option subjects
- The EBacc pathway is followed by students who wish to ensure they meet the requirements of the English Baccalaureate. It combines the core subjects with a wide range of option subjects but must include History or Geography plus a Modern Foreign Language.
- The Applied Pathway is targeted at students who would benefit from a more practical course and therefore follow core subjects plus additional courses in Construction, Motor Vehicle Studies or Hairdressing and Beauty at the Westleigh Vocational Academy on site.
- The Skills Pathway is for a small number of students for whom the mainstream curriculum may be overly demanding; they will follow a more personalised pathway which currently includes core subjects plus option choices dependent on individual need. Students are recommended for this pathway by the SEN Department in consultation with parents.

The Academy is across two sites which are connected by a 270 metre footpath. Students will attend lessons in both buildings. Both Academy sites are single storey buildings and, as such, are accessible for individuals with physical difficulties. The addition of several ramps has increased access between buildings and includes a portable ramp to the Sports Hall for both Academy and community users. There is a range of disabled toilets in two separate areas of the Academy plus disabled parking both at the front and the rear of the building. The Academy seeks continually to improve facilities for disabled people with appropriate resources and equipment based on advice from external agencies.

e) ADDITIONAL SUPPORT FOR LEARNING THAT IS AVAILABLE TO PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Countesthorpe Academy strives to be an inclusive Academy offering a broad and balanced curriculum for all our students. We provide:

- High expectations and suitable targets for all students
- Differentiated support as part of quality first teaching
- Regular contact and discussion with teachers, tutors, Heads of Years, and support staff
- Small group teaching to raise attainment and self esteem
- Departmental catch up/additional support run at various points throughout the year
- SU1C, the SEND base, is open every break and lunch time for invited students and staffed by Stephen and Pam; this provides a 'quiet space' away from the busy, main areas of the Academy outside of lesson time
- Students may access homework support with Teaching Assistants after school on Tuesdays and Thursdays
- Counselling as part of our pastoral responsibilities
- Extensive curricular activities for all our students
- Students in Year 11 are allocated an Assertive Mentor whose role is to meet with the student on a regular basis to put into place a range of intervention and support strategies aimed at achieving the best possible outcomes.
- Requests for access arrangements for public examinations can be made to the Joint Council for Qualifications by the Exams Officer; the request must be supported by appropriate evidence based on recent assessment scores and a history of need. It must be pointed out that having a special educational need does not guarantee access arrangements at Key Stage 4/5.
- Reading interventions using the STAR reading programme.

f) ACTIVITIES THAT ARE AVAILABLE FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS IN ADDITION TO THOSE AVAILABLE IN ACCORDANCE WITH THE CURRICULUM

A great deal of learning takes place outside the regular timetable and out of hours for all of our students. At lunchtime and after school there is a full range of activities which are open to all students, including those with special educational needs, ranging from sports clubs and fixtures to music and drama. There are also many trips, including residential offers by subjects across the Academy.

Students with special educational needs are supported on trips by additional SEN support staff according to individual needs.

g) SUPPORT THAT IS AVAILABLE FOR IMPROVING THE EMOTIONAL AND SOCIAL DEVELOPMENT OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS

1.The Academy provides all students with access to excellent pastoral support. Transition planning takes place and staff work closely with primary schools to ensure that the needs of all students are properly identified and supported as they move from one school to another. Tutors are responsible for guiding the work of the tutor group and will be concerned with both academic and social development of each student. The SEND team liaise closely with tutors to ensure that young people in the Academy with SEN are supported sensitively and tactfully given their age. Further support is available from the Heads of Year and Heads of House.

Referral for mentoring is usually made by the year head. Pupils will then receive one to one meetings and the mentor will decide if any further action is needed. When necessary information will be passed on to either tutor, assistant head or parent.

The school nurse also provides support for pupils usually on a one to one basis when necessary. Parents can also contact the school nurse directly for advice and support on a wide range of issues.

Various outside agencies are used to support pupils with emotional/health difficulties. These include the School Nurse, Educational Psychologist, Barnardos, Youth Offending Service, Behaviour Support Team and CAMHS. A referral may also be made to 'Supporting Leicestershire Families'.

2.Staff members are currently being trained as Emotional Literacy Support Assistants (ELSA) in order to support students with SEMH. The STOORM programme offers strategies to students with SEMH to help improve their engagement at Academy. This is a 6 week small group programme delivered by Mr Brown.

4. IN RELATION TO MAINSTREAM SETTINGS AND MAINTAINED NURSERY SCHOOLS, THE NAME AND CONTACT DETAILS OF THE SEN CO-ORDINATOR

If parents have any questions or concerns about the provision for special educational needs they should contact the SENCO in the first instance.

The SENCO is Stephen Brown.

Contact details are:

Telephone: 0116 2771555

Email: SBrown@clcc.Academy

5. INFORMATION ABOUT THE EXPERTISE AND TRAINING OF STAFF IN RELATION TO CHILDREN AND YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS AND ABOUT HOW SPECIALIST EXPERTISE WILL BE SECURED

Special educational needs are regularly discussed at Year, Department, Heads of Department and Senior Management meetings. The SENCO is involved in ongoing discussion with teachers from all curriculum areas in order to continue to promote and clarify special educational needs issues. Whole Academy INSET sessions are arranged for staff as appropriate.

All staff are made aware of their responsibilities towards students with individual education needs, whether or not students have an Education Health Care Plan, and clear lines of communication are established between teaching staff, support staff and specialist teachers. The need for staff training and development is incorporated into the Academy Development Plan, with associated funding, and includes both mainstream teachers and special educational needs staff. Staff in the SEND department are encouraged to embark on further training both in response to meeting the needs of individual students but also as part of continuing individual professional development

The Academy works with a wide range of external agencies for advice and/or specialist equipment. There are regular visits from a number of services who work directly with individual students or groups of students and provide training and expert advice to school staff such as the:

- Educational Psychology Service
- Hearing Impaired Service
- Visually Impaired Service
- Autism Outreach Service
- Health Service
- Student Support Services
- ADHD Solutions

6. INFORMATION ABOUT HOW EQUIPMENT AND FACILITIES TO SUPPORT CHILDREN AND YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS WILL BE SECURED

The Academy is a single storey building and is accessible for individuals with physical difficulties through a number of automatic doors. There are disabled toilets in two separate areas of the Academy and disabled parking bays are available at both the front and the rear of the building. The addition of several ramps has increased access between buildings and includes a portable ramp to the Sports Hall for both Academy and community users.

There is currently provision within the Specialist Teaching Service to:

- provide specialist resources such as modified and enlarged resources for visually impaired students.
- provide support and advice for students with a hearing impairment or on the autistic spectrum.

- Provide ICT support for students with physical difficulties.

In addition we also regularly liaise with local healthcare services such as occupational therapy.

7. THE ARRANGEMENTS FOR CONSULTING PARENTS/CARERS OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS ABOUT, AND INVOLVING SUCH PARENTS/CARERS IN, THE EDUCATION OF THEIR CHILD

The Academy is committed to working in partnership with parents. For students with special educational needs this means regular contact with parents to discuss shared responsibilities in ensuring the progress of students. The Academy values the contribution they make in terms of:

- Their unique knowledge and experience in relation to their child
- The focus on the child's strengths as well as the area of individual need
- Recognising the personal and emotional investment of parents and be aware of their feelings
- Ensuring that parents understand procedures, are aware how to access support and are given time to consider reports prior to meetings
- Respecting the validity of different perspectives and seek constructive ways of reconciling different viewpoint
- The differing needs of communication with parents
- The need for flexibility in the timing and structure of meetings
- Seeking permission before making a referral for external support
- There are a number of opportunities for parents/carers and young people to visit the Academy such as the Key Stage 4 and 5 Open Evenings, and an Options Evening for Year 9 students
- In addition there are opportunities for parents to meet in Academy in a less formal setting, for example an early evening meeting for the parents /carer of students entering Year 7.
- Parent evenings take place throughout the year – this is an opportunity to meet with either the tutor and/or subject teachers. The SENCO and/or a member of the Learning Support Department are available at all parent evenings.
- New parents are always welcomed and encouraged to 'come and have a look at us during the working day'. Parents would contact the school office in order to make an appointment for a tour.
- Evenings covering specific aspects of the school are also arranged during the year.

8. THE ARRANGEMENTS FOR CONSULTING YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS ABOUT, AND INVOLVING THEM IN, THEIR EDUCATION

At Countesthorpe Academy we encourage all of our pupils to contribute individually in determining the direction of their learning and personal development by regular contact and discussion with teachers, tutors and heads of years. Students are encouraged to take an active role in all review meetings.

Students with an Education, Health Care Plans write a statement as part of their statutory Review Meeting as well as being encouraged to attend the meeting. These students also benefit from a meeting with Prospects to discuss a range of career ideas; parents are also invited to attend these meetings.

9. ANY ARRANGEMENTS MADE BY THE GOVERNING BODY OR THE PROPRIETOR RELATING TO THE TREATMENT OF COMPLAINTS FROM PARENTS AND CARERS OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS

If parents have any concerns or complaints about the provision for special educational needs they should contact the SENCO in the first instance. If matters cannot be resolved by discussion and informal processes, parents should then refer the matter to the Headteacher.

In some instances parents may find it helpful to seek advice from the Local Authority's SEND Information, Advice and Support Service. Where informal discussions or the formal complaints procedure have been exhausted without resolving matters, then the LEA's statutory SEND disagreement resolution process may offer a way forward.

10. HOW THE GOVERNING BODY INVOLVES OTHER BODIES, INCLUDING HEALTH AND SOCIAL SERVICES BODIES, LOCAL AUTHORITY SUPPORT SERVICES AND VOLUNTARY ORGANISATIONS, IN MEETING THE NEEDS OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND IN SUPPORTING THE FAMILIES OF SUCH PUPILS

The Academy works with a wide range of external agencies for advice and/or specialist equipment. There are regular visits from a number of services who work directly with individual students or groups of students and provide training and expert advice to school staff such as the:-

Educational Psychology Service Inclusion Mentor

Hearing Impaired Service School Nurse

Visually Impaired Service Relate Counsellor

Autism Outreach Service	Youth Service
Health Service	Family Support/Social Workers
Student Support Services	YISP
Blaby District Council	Behaviour Partnership

11. THE CONTACT DETAILS OF SUPPORT SERVICES FOR THE PARENTS AND CARERS OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS, INCLUDING THOSE FOR ARRANGEMENTS MADE IN ACCORDANCE WITH CLAUSE 32

Information and support for families can be accessed in a variety of ways:-

- Website: www.clcc.Academy
- Email: admin@clcc.Academy
- Telephone: 0116 2771555
- The Academy Prospectus
- Concerns of a pastoral nature should be made in the first instance to the tutor
- Head of Year

Information concerning SEND issues to the SENCO, Stephen Brown

T: 0116 2771555 (Ext 233)

E: SBrown@clcc.Academy

The new SEND Code of Practice is available to download at:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Up to date information about Leicestershire's SEND Local Offer can be found:

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

Further support is also available from the Local Authority's SEND Information, Advice and Support team on 0116 3055614

12. COUNTSTHORPE ACADEMY ARRANGEMENTS FOR SUPPORTING PUPILS WITH SPECIAL EDUCATIONAL NEEDS IN TRANSFERRING BETWEEN PHASES OF EDUCATION OR IN PREPARING FOR ADULTHOOD AND INDEPENDENT LIVING

Countesthorpe Academy has extremely positive relationships with the local primary schools and there is a comprehensive Transition Process in place for all students. This provides primary schools and parents with information regarding appropriate pathways at Key Stage 3 in order

to ensure that each student has access to a broad and balanced curriculum which also meets their individual needs. At Key Stage 4 the SEN department will support students transitioning to FE Academy.

Stephen Brown, SENCO has responsibility for:

- Attending Transitional Meetings
- Arranging additional, small group visits for students with special education needs who are anxious about transition
- Deploying LSAs appropriately to support students with special educational needs during the three day Induction Programme in July.
- Meeting with parents of Year 7 students on entry into the Academy
- Supporting young people and their parents to meet with a careers advisor early in year 11 to discuss possible future pathways
- Liaising with Further Education Academics regarding appropriate levels of support for young people on transfer

Colin Holmes, Careers Co-ordinator has responsibility for:

- Careers education within the tutorial programme
- Organising a day trip to the NEC Careers Show which provides opportunities to:
 - learn about a huge variety of skills and careers
 - speak to employers about real jobs and industry trends
 - take part in a huge range of 'have a go practical experiences'
- Work experience which is a valuable part of a student's education, enabling them to develop new skills and experience the world of work

13. INFORMATION ON WHERE THE LOCAL AUTHORITY'S LOCAL OFFER IS PUBLISHED

Local Authorities are required to:-

- Provide clear, comprehensive and accessible information about available provision
- To make provision more responsive to local needs
- Publish information about how support for children and young people with special educational needs, including what they expect schools and Academics to provide from their delegated budget

Further information can be found at:-

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