

SEND Information Report

2026 – 2027

Charnwood Primary

Academy



Our School

Our School Vision

Charnwood's core moral purpose is encapsulated in the vision statement for the Academy: Inspire...Nurture...Achieve.

Our focus is on learning not just within and across subject areas but also the personal development of all learners who attend our academy. We strive to inspire all learners to go beyond what they consider possible for themselves, to experience and try new things and to realise all aspects of their potential.

At Charnwood Primary Academy, we believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum. We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages him or her to achieve his or her full potential.

Charnwood Primary Academy's SEN Information Report should be read in conjunction with the following:

Admissions Policy
Anti-Bullying Policy
Attendance Policy
Behaviour Policy
Complaints Policy
Equal Opportunities including Race Equality Policy
Safeguarding Policy
The SEND Code of Practice can be located at:

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

September 2026 Information

Charnwood currently has 210 children on role.

There are currently 42 children on our SEND register with a range of needs from universal to specialist (20% compared to 25% last year).

5 children have EHCP (2.3%).

5 children have a SEND Support Provision Plan (3.4)

The SENDCO is Miss Walker.

If you would like to contact Miss Walker please call or email the office on 01543227560 or office@charnwood.staffs.sch.uk.



Special Educational Needs

At Charnwood Primary Academy we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEND code of practise

2014:

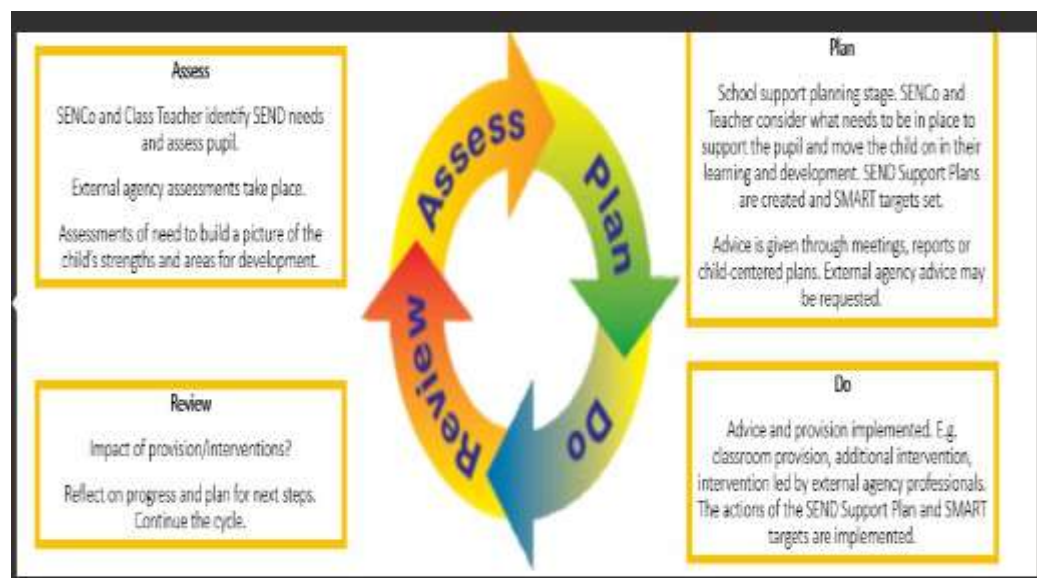
	Cognition and Learning MLN, SPLN
	Communication and Interaction ASC, SLCN
	Social, Emotional and Mental Health ADHD
	Sensory and Physical HI, VI, MS

How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?

- School follows GDPR guide lines
- The SENCO ensures that all staff have relevant and up to date information about the pupil's in their care.
- Parents are encouraged to share information with their child's class teacher, however, they can also share information directly with the SENCO – either way the information is shared between the two.
- Communication occurs via email and through face to face meetings both formally and informally through the term.
- Should your child have a diagnosis that the SENCO or staff are not aware about, then the upmost will be done to ensure that staff are made aware of the needs and your help as a parents will be welcomed to share what you know about your child's needs.
- Medical needs of your child will not be shared by medical professionals without your direct consent to them. It is therefore important to share your child's medical needs with school as they will not automatically be made aware of them.
- Information from previous schools / high schools is shared via telephone or face to face verbally prior to transition so that staff are aware of a child's known needs. This remains subject to GDPR regulations. Paperwork for your child will only be passed on once a child is registered with the school.



Identifying and Assessing Need



Who will I speak to if I am worried about how my child is progressing?

- First, speak to your child's class teacher.
- Make an appointment to meet the SENCo.
- Parents are always welcome to have a meeting with the head teacher to discuss any further concerns.

How will the staff at Charnwood Primary Academy know if my child needs extra help?

We identify children's SEND needs by

- Talking to nurseries and previous schools about a child's needs before children arrive at Charnwood
- Visiting known children with SEND in early years' settings before they arrive at Charnwood
- Undertaking our own observations, checklists and assessments to identify learning needs within school
- Receiving information and report from health practitioners and other professionals about children's needs
- Speaking to the SENCO of the previous school and as well as parents to ensure as much information as possible is known about the child
- We track all children's academic progress through teacher observation, feedback and formal assessment.
 - In the new SEND Code of Practice, section 6, SEND pupils can be characterised by progress which;
 - 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 gap between the child and their peers
 - Widens the attainment gap.

Supporting children and young people with SEND with or without an Education Health Care

We support children and young people with SEND with or without an Education Health Care Plan through wave 1 quality first teaching (QFT) within the classroom. At times during their school career, children may need to receive additional targeted support during a lesson or a term depending on their needs. This is delivered through a broad and differentiated curriculum that includes additional scaffolded support (physical resources) or additional staff support when required within the whole class or within a small group.

Planning the Support:

Should a child require significant long term additional support, school follows the processes of a Graduated Response. This means that your child's support reflect the level of need required and is considered carefully of a regular basis. The SEND Graduated Response process follows the minimum termly cycles of Assess, Plan, Do, Review in line with the SEND Code of Practice, each term. Within each cycle the following may occur:

Step 1: Assess / Do

- Formal assessments take place and/or the teacher indicates that the child is not making sufficient progress, therefore reasonable adjustments, basic skills provision or physical adaptations to support needs through Wave 1 Quality First Teaching are made.
- The class teacher will inform Parents/carers of the concern verbally.
- The class teacher will inform the SENCO of their initial concern and the actions they take.

Step 2: Assess / Do

- If a concern continues over time, further support / adjustments will be made to support the child for minimum 6 weeks by the class teacher.
- The teacher monitors and reviews the outcome of the additional support / adjustments
- If further intervention may be required, class teachers will raise this at a Pupil Progress meeting with the head teacher and / or in a SEND meeting with the SENCO, both of which are held termly – although they are able to discuss their concerns with either party at any time.

Step 3: Review / Plan

- The SENCO reviews evidence with class teacher / assessment outcomes / external agency information and discusses the pupil with the class teacher.
- If the child meets SEND criteria, the SENCO will contact parents to discuss their child in initial meeting, where the current needs and support required is discussed.
- The teacher may write an Individual support plan (ISP) after this meeting and the Parent is requested to sign and return the support plan.
- The SENCO notes the provision in place on provision map & then adds child to the school's SEND Register, ensuring additional provision is put into place.

Teaching, Learning and Support

- If the outcome of the meeting does not result in the child meeting the criteria for the SEND register, the SENCO will add them to the Monitoring / Vulnerable Register and consider the next steps to support the child in conjunction with

Parents/carers and staff. This may involve the use of other agencies and referrals may be made.

Step 4: Formal Registration of SEND and Plan for Support (Do)

- A Individual Support plan (ISP) records the targets and support needs of a child on the SEND register.
- An ISP is used for planning and preparation: It is a working document to inform teaching staff, support staff and parents of the child's current identified needs
- An ISP is shared with other staff working with child and support put in place by the class teacher as agreed with the SENCO during the term.

Step 5: Review

- An ISP is reviewed 3 times a year with teacher and SENCO: December, March and June .
- An ISP is then shared and discussed with parents at the start of each term.
- These meetings allow for any changes in pupil needs to be shared, which may result in the pathway of support being changed.

These SEND Review meetings may lead to:

- Movement of the child to the monitoring / vulnerable register – no ISPS
- Continued SEND support with new ISP targets written by teacher (with advice and agreement with the SENCO)
- A referral to outside agency by SENCO for additional advice or support

An application for an EHC plan (if there is sufficient evidence to meet Staffordshire Criteria)

How is the decision made about what type and how much support my child or young person will receive?

Children are supported within class as part of the school's normal support systems within school should they need additional support. These decisions are made by the class teacher and overseen by SLT and subject leads on a day to basis and the Head teacher/SENCO on a termly basis. Should your child require specific additional support that is 'different from' or 'additional to' the normal school curriculum and support mechanisms within school, then communication with you will be made via one or more of the following in order to discuss the additional need your child may have:

- Contact from your child's class teacher via telephone, email or dojo
- Contact from the SENCO to establish an initial SEND Meeting that will be held with you to discuss your child's needs – an individual support plan (ISP) may be produced with you to set targets for your child if they have SEND. You will be given a copy of this plan.

Parents/carers of children with known SEND needs will also be involved in

- A SEND review meeting undertaken 3 times a year by the class teacher and/or SENCO to share a pupil's Plan for Support at the start of each term. Parents/carers of children with significant SEND needs may also be involved in.



Reasonable adjustments for all areas

Our approach to teaching children with SEND

The school Governing Body has important statutory duties towards pupils with special educational needs:

- The Governors, working in partnership with the Head teacher, have responsibility for deciding the school's general policy and approach to meet the needs of SEN pupils.
- Governors should ensure that objectives in the school development plan include Special Educational Needs (SEN).
- Through the school's self-review procedures' Governors monitor the effectiveness of the school's SEN policy and provision.
- All governors will have an up-to-date knowledge of the school's SEN provision and the SEN Governor will have a more in depth knowledge of SEN.

In our school, Jessica Walker, the SENCO, is responsible for ensuring all children receive the support they need to make good progress in their learning through:-

- Management of the day to day operation of the school's Inclusion & Special Educational Needs Policy
- Co-ordination of the provision for, and the responses to, children's special educational needs
- Providing support and advice for colleagues
- Ensuring accurate records are maintained for all children with special educational needs
- Acting as the link with parents and with external agencies and other support agencies
- Monitoring and evaluating the school's special educational needs provision
- Managing a range of resources, both human and material to enable appropriate provision to be made for children with special educational needs
- Ensuring all staff receive training to enable them to provide high quality teaching & learning experiences for the children.

Teachers are responsible for planning, delivering and monitoring the effectiveness of provision and ensuring pupil progress. There may also be support from a teaching assistant or additional adult.

How will Charnwood Primary Academy support my child with their difficulties?

- The class teacher, supported by the SENCo, will take account of your child's needs when planning and will find the right approach, support and resources. There will be discussion with you as parent.
- They may arrange for a Teaching Assistant (TA) support within a group or on a one-to-one basis for some tasks in class or for particular interventions.
- Depending on the nature of the difficulty your child is facing they may be given an Individual Support Plan (ISP).
- Depending on the nature of the difficulty your child is facing they may be included on the academy's Special Needs register.
- Where required, support and advice is sought from external experts to ensure barriers to success are identified and responded to e.g. Behaviour support, Autism Outreach Team, Speech and Language Team, Occupational Therapy, Child and

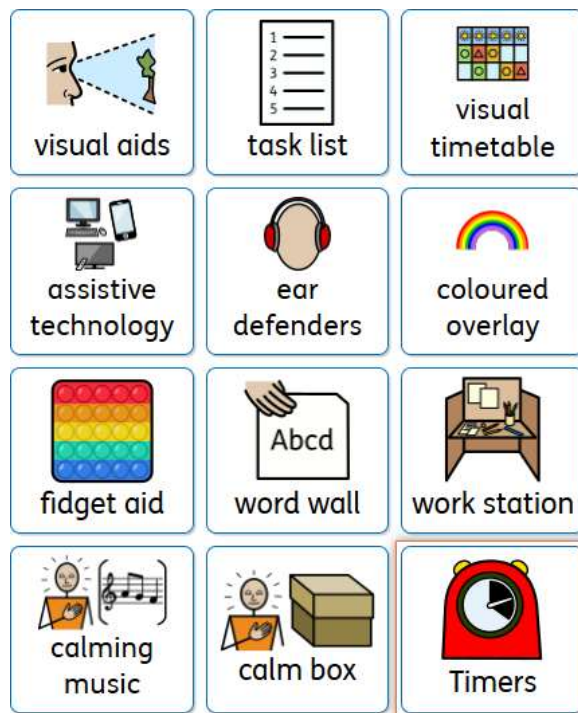
	Adult Mental Health Service, Health. We may also call for advice from the SEND and Inclusion hub. • A referral to the Educational Psychology Service for advice or assessment may be made. • Support given will be recorded on the class provision map and possibly your child's Individual Support Plan (ISP) or Classroom Support Plan (CSP)
Curriculum adaptations including scaffolding support	How will the curriculum and learning environment be matched to my child or young person's needs? Differentiation: Differentiation is made through a range of strategies for children at Charnwood Primary Academy Differentiation is: making sure all children can access learning, regardless of ability so that every child feels supported and challenged. Differentiation may occur as a whole class, small groups or on a 1:1 basis. Scaffolds: A scaffold is a physical learning aid This may include the use of additional resources, reference materials, practical aids and physical equipment such as a word mat/vocabulary list, partially completed task, a modelled example, a writing frame, a multiplication grid or visual images. The use of these does not necessarily mean that your child has SEND. Support: Support is when a person helps a child with a task such as an adult, teaching assistant or peer for example leads or develops a discussion further through questioning, prompting and/or additional modeling Provisions to Facilitate Access to the Curriculum Charnwood provides a range of provisions to facilitate access to the curriculum and to develop independent learning. This includes support from external agencies and can include specific equipment where necessary • Please refer to Charnwood's SEND offer for Cognition and Learning, Communication and Interaction, Social Emotional Mental Health & Physical and Sensory needs • Charnwood works hard to ensure we are an inclusive and disability friendly school. Our Accessibility Plan and Equality Policy are available on the school's website Additional Learning Support: Additional learning support is available through our Graduated Response. All children access wave 1 Quality First Teaching; Some children access wave 2 Small group tuition / intervention through either a targeted support programme to ensure pupil progress or because they are registered on the school's SEND register and have an ISP (individual support plan). A few children in school may have specific 1:1 support as they needs are significant and their need is identified through an Education Health Care Plan Overseeing the curriculum: • The school's wave 1 Quality First Teaching provision is overseen by the Principal, Vice Principal and individual subject Coordinators

- The school's wave 2 Targeted Small group provision is overseen by the Headteacher SENCo and subject leaders
- The Schools wave 3 1:1 Support is overseen by the Head Teacher and SENCo.

Reasonable Adjustments for examinations:

Reasonable Adjustments for examinations are made and put in place prior to examinations. These can include a range of support including seating arrangements, reading support where allowed, the provision of scribe, an amanuensis and additional time depending on the child's needs. All applications for examination adjustments are based on criteria set by the examination board and have to be made by the school to the examination board prior to the examination. The time scale is determined externally.

Equipment and Facilities



How will equipment and facilities to support children and young people with SEND be secured?

Charnwood secures equipment and facilities to support children and young people with SEND by:

- Ensuring the wider curriculum is well resourced with scaffold aids to meet National Curriculum needs
- Ensuring that recommended schemes of work are backed by recognised research within the educational field including recommendations from the Education Endowment Foundation.
- Ensuring the wider curriculum including targeted provision and small group work session follow recommended programmes

- Ensuring recommendations from external agencies are put into case where possible and recommended resources are purchased to support learning.
- Ensuring additional communication resources are sourced through the NHS speech and Language therapy service where identified by speech and language therapists
- Ensuring physical aids and adaptations are sources through physiotherapy and occupational therapy services where identified by therapists.
- Funding for equipment and facilities is budgeted through the school's financial planning and any additional funding that may accompany an Education Health Care Plan or additional funding application.
- Occasionally equipment and resources are donated to school to support children with their learning, obtained through a charity or purchased through the school's own fundraising streams

Resources are allocated in accordance with need and this may be in the form of additional classroom adult support, resources and specialist equipment. A report can be found on the school website identifying expenditure and the impact on pupil progress of pupil premium funding.



Medical needs

How will you manage my child or young person's medicine or personal care needs?

Medicines and personal care needs:

- Any medicines that require administration in school need to be reported to the school office, who will advise you of the latest advice and requirements.
- Any parent of a child with medical needs must complete a care plan for use in school – their child will be added to an internal medical register which is made known to staff and the care plan shared with staff.
- Children who require significant need care plans may be asked to meet with Miss Walker, the school's SENCo and or another senior member of staff.
- Specialist support services provide school with care plans for Children with Type 1 Diabetic Care plans; staff undergo specific rigorous training for this medical need and update their training annually.
- All teaching staff are trained in asthma awareness and the use of Epi-pens.
- Parents of children requiring personal care support are asked to discuss their children's individual needs with school so that a support plan can be put into place and a risk assessment undertaken.
- Copies of care plans, along with any medicine that is allowed to be are kept in classrooms, is kept within a class medical box in your child's classroom so that access to them by staff can be quickly made should the need arise.
- Parent are encouraged to arrange medical appointments outside of school hours, however if this is not possible parents/carers are asked to notify the school office in person, by telephone or through the dojo app. Keeping students safe and supporting their wellbeing
- Should an emergency arrive, parents/carers will be notified – it is important that emergency contact information is up to date in the school office – and an ambulance may be called.



Parent Consultations

What should I do if I think my child is experiencing difficulties with learning, or might have a Special Educational Need or Disability (SEND)?

First of all talk to your class teacher. Points you may want to think about before meeting with your class teacher or the SENCO are:

- Why do you think your child has SEND?
- What needs do you feel your child has that are of concern?
- Does your child learn at the same rate as other children?
- Did you or child have a difficult pregnancy?
- Did your child meet all of their early learning goals: 2 year check?
- How do you feel school could help you?
- What are you able to do to help?
- Please bring any reports or information you have about your child's needs.

If you still have concerns after speaking with your child's class teacher, please make an appointment to speak to the Special Educational Needs Co-ordinator (SENCo.) Depending on your child's specific needs, you may wish to talk to your G.P.

How will I know how well my child is doing and how I can help them at home?

- Meetings will take place between parents and the class teachers or SENCO.
- Any Individual Support Plans (ISP) and Classroom support plans (csps) are reviewed and created at least once per term for children who are entered on the academy's register of Special Educational Needs.
- Reports following referral observations will be shared with parents.
- The ISP sets targets that are specific, measurable, achievable, realistic and timed (S.M.A.R.T.) and these are shared with you and your child.
- The ISP can help at home by providing you with helpful suggestions as to your role.
- Where an ISP is not required, feedback to parents about progress takes place through parents' evenings, annual reports, or informal contacts.



Child Consultations



Self-assess how they are doing



Attend meetings and help decide the support needed.

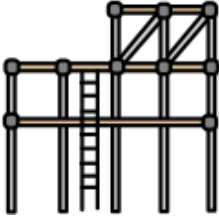


Feedback and Review progress/interventions.

What is available to support and develop my child's overall wellbeing?

- All our staff members believe in developing children's self-esteem and our Academy values reflect this. Mental health is a priority within our curriculum. SENCO and Mental health lead work closely together to ensure the mental health needs of all in school are met in a timely manner.
- Teaching assistants are effectively deployed to ensure pupil progress, independence and best value for money.
- There will be resources specifically chosen to aid and support learning.
- The Academy regards pastoral care for all its pupils as a priority.

	• Nurture groups or social groups are held for children who need a little extra boost to improve confidence, self-esteem or social skills for a short while. These will usually be held with other peers and based on discussions with Staff, parents and pupils and track-it light data analysis. • Behaviour policy is evaluated annually for the impact it has on the inclusion of pupils with SEND. The behaviour policy identifies reasonable adjustments to ensure the need for pupil exclusion is very rare and well below national levels. • The Academy ethos is one where all pupils are valued and their diverse abilities equally celebrated. • Sanctions are based on restorative justice principles and result in pupils making more positive decisions about behavioural choices. There is a clear 5 step program for both rewards and sanctions. Track it lights is used in all classrooms to promote this • Pupil voice e.g. school council, leads to changes in academy policies and procedures and therefore greater autonomy. • Advice and guidance is sought and implemented to respond to pupils who have significant medical needs e.g. asthma, nut allergies, diabetes. • All staff understand the medicine administration policy and receive medical training where appropriate e.g. Epipen training and diabetes training. • Care plans are put in place when needed and these are shared with all staff members including lunch time staff.
 Evaluating Provision	<u>How will Charnwood Primary Academy know how well my child is doing?</u> • Access to teaching and learning for pupils who have encountered difficulties or have a special need is monitored through data tracking, work scrutiny, classroom observation, learning walks, pupil surveys and parental feedback. • Teachers monitor your child's progress especially in relation to priority areas, and regular assessments are carried out matched to national and age-related expectations. • The ISP/CSP are reviewed at least once each term. • Reading, spelling and maths for some children are assessed using standardised tests to give a reading age, spelling age etc and standardised score to help measure progress. • Children who are not making expected progress are picked up through pupil progress meetings or from the assess, plan, do review cycle. • This may lead to adjustments to their ISP and to the support they receive.
 Staff Training	<u>What training are the staff supporting children and young people with SEND had or are having?</u> The school is committed to ensuring staff are highly trained. The SENCO attends termly updates arranged through Staffordshire University Academy Trust. Additional SEN training is delivered according to need. The SENCO has completed the National SENCO award.

				
	Autism (Level 1)	Scaffolding	Phonics and Early reading	Reading for those who struggle
				
	Specific Learning Difficulties	Nurture support	Speech and Language	
 <u>Attendance</u>	What support is there for behaviour, avoiding exclusions and increasing attendance? Attendance & Exclusions • Attendance is monitored very closely by Mrs Nowell and Mrs Savage. • Please refer to the school's attendance policy for the latest information on the school's website - https://www.charnwood.staffs.sch.uk/wp-content/uploads/2022/03/SUAT-Attendance-Policy-Mar-23.pdf • Parents receive a letter regarding attendance if a child's attendance is below 90%. • Exclusions at Charnwood are extremely rare. Should this need to occur, you will be contacted by Mrs Nowell • Should a parent/carer have a concern about their child's attendance, please contact the school office 01543 227560 who will signpost you accordingly. • Should the need occur you may be contacted by your child's class teacher, a senior leader or Mrs Nowell to discuss your child's attendance depending up on the severity of the concern. • Positive behaviour is reinforced at Charnwood through verbal feedback, house points and certificates. • Should school have a concern about your child's behaviour, they will contact you. • Where a child is struggling to regulate their behaviour, school will be happy to discuss this with you and explain the support on offer at the given time. This may include referrals to external agencies • Please refer to the school behaviour policy for the latest information on the school's website - https://www.charnwood.staffs.sch.uk/wp-content/uploads/2022/02/Behaviour-Policy-2023-25.pdf			
 Transition Support	Joining and moving on Moving during the year • Please contact our school office on 01543 227560 or email us at office@charnwood.staffs.sch.uk How can parents arrange a visit to your setting, school or college? What is involved?			

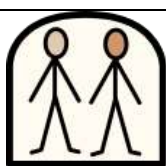
Open Days:

- Please contact our school office on 01543 227560 or email us at office@charnwood.staffs.sch.uk

How will you prepare and support my child or young person to join your setting?
How will you support them to move on to the next stage, or move on to adult life (as applicable for setting)?

Transition

- Transition considerations are made for children moving between all phases of their primary education.
- Children experience settling in periods to their new phase during the first few weeks of term where their new class teacher can get to know the child.
- Meetings with parents and information regarding this is shared during the summer term
- Children moving to Early years are asked to attend play and staff sessions during the summer term
- Parents/carers of children moving between phases are given relevant information during the summer term and asked to attend a transition meeting.
- Teachers contact, meet and /or visit school to share information regarding pupils prior to their move when children move between settings
- Teacher meet to share information between classes during the summer term prior to transition.
- Additional conversations are held between the SENCo in settings to transition relevant information – meetings can be held with parents during this period.
- Additional conversation can be held with external agencies during the summer term to aid transition.
- Visits to the new setting can be made within school hours and are encouraged for those children with additional needs.
- Any information regarding the next phase of your child's education will be shared with you in the summer term



Outside Agencies

What services and expertise are available at or accessed by the academy ?

- Our SENCo is Miss Jessica Walker. She is a fully qualified and very experienced teacher and has The National Award for SENCos.
- All our teachers are also fully qualified and receive continuing professional development, including training about Special Educational Needs throughout their teaching careers.
- The SENCo provides advice and guidance to staff that has a measurable impact on out- comes has on the needs of pupils with SEND.
- Our Teaching assistants also receive continuing professional development and support from class teachers and the SENCo. Professional development opportunities for teachers and teaching assistants have included: Intervention training, , Reading/ Spelling support training.
- We work closely with external agencies, relevant to each individual child's needs. These currently include paediatricians, speech and language therapists, occupational therapists, educational psychologists, autism outreach team, GPs, school nurse, family support and other social services.



Clubs and Trips

How do you ensure that my child or young person stays safe outside of the classroom?

Handover arrangements at the start of the school day:

- Children with 1:1 provision are met by the designated Teaching assistant
- Children who are late are asked to go to Reception where they can be signed in
- Any communication by parents/carers is encouraged to be made through the dojo app rather than on the door to prevent delays in registration and diminished supervision.

Break and Dinner Times

- Classes are supervised at all times by teacher at break times and Lunchtime supervisors during lunchtime
- Quiet areas on playgrounds are available for those children wishing to use them
- Children with an Education Health Care Plan stipulating the need for lunchtime supervision are given a designated person to ensure their safety during lunchtimes for the stipulated time in the EHC Plan.
- All lunchtimes supervisors and staff are first aid trained.
- Should a member of staff be required, they are notified during lunch time.
- Separate arrangements are made for children with medical needs, allergies or significant conditions on a case by case scenario. Staying safe moving between classrooms
- Children are reminded to walk in the corridors

Educational Visits & Risk Assessments:

- Risk Assessment for all educational visits are made
- Risk assessment are also made for children with significant medical needs or social/emotional needs
- A range of generic risk assessment exist in school for everyday occurrences such as the safety of classroom environments, PE lessons, personal care etc.
- Individual risk Assessment for some children are made for educational visits in order to ensure the activities are as safe as possible for them. Should a risk assessment show that an activity is not safe for your child, then you will be notified and the concerns discussed.
- Parents are encouraged to notify school with any considerations regarding risk assessment that need to be considered for their child on school visits irrespective of their child's needs.
- Occasionally a risk assessment may prevent your child from attending an educational visit – this will be discussed with you so that any possible solutions to the risks can be discussed.
- Should a pupil, event or personal need require an individual risk assessment, these are written on an individual case by case basis

How are children with SEND included in activities outside of the classroom, including school trips?

- All of our children are encouraged to join in, welcomed on and included in all activities including after school clubs whatever their needs.
- Risk assessment processes effectively ensure that action is taken to increase the safety and inclusion of all pupils in all activities.
- If a child needs extra support to be able to participate in a school visit or activity, then the adult to child ratio will reflect this; a child may be supported 1:1

	• Parents are encouraged and welcome to help on school trips to support their children.
 Complaints Procedure	What can I do if I am not happy with a decision or what is happening? • Firstly, contact your child's class teacher and discuss your concern. • Next, contact the SENCO, Miss Walker to discuss the concern further if you remain unhappy. • If the complaint cannot be resolved with the class teacher or SENCO please contact the Head of school Mrs Nowell • Should you feel your complaint remains unresolved, the next step is to contact the Chair of Governors Mr J Raban.
 Local Offer	What other support services are there who might help me and my family? • Charnwood Primary Academy: 01543 227560 • NHS support services - GP: Contact your registered GP • Special Educational Needs and Disabilities information Advice Support Service (SENDIASS) - https://www.staffs-iass.org/ • Staffordshire Connects (Local Offer): https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page • Staffordshire Cares Website http://helpyourself.staffordshirecares.info/localoffer • SEND Family Partnership: 01785 356921 https://www.staffs-iass.org/home.aspx • Code of Practice for SEND 2014: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25 • British Dyslexia Association: http://www.bdadyslexia.org.uk/ • Equality Act 2010 guidance: https://www.gov.uk/guidance/equality-act-2010-guidance • Staffordshire County Council Single Point of Access: 0300 111 8007 • SEND Assessment and Planning: 0300 111 8007 • Family Support Service (Tier 2 support): 07741 655709 • Local Support Team (Tier 3 support): 01543 510196 • Community Paediatrician (East): 01283 505160
 Feedback	How are the Academy Governors involved with pupils with SEN and what are their responsibilities? • There is a SEND Governor who is responsible for monitoring the provision for children with special educational needs in school. • Governors look at data to ensure SEND children make progress that is at least as good as the rest of the children in the school.

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| | <ul style="list-style-type: none">• The Governor responsible for monitoring pupil premium visits the school regularly to check on the progress of these children and how the pupil premium money from the government is spent. |
|--|--|