

Danemill Primary School – SEND Information Report 2025/26

School Name:	Danemill Primary School and pre-school		
Address:	Mill Lane, Enderby, Leicester, LE19 4LH		
Telephone Number:	0116 2862674	Email:	office@dsatdanemill.org
Name of Head Teacher:	Head teacher: Laura Hackett		
Name of SENDCo:	Laura Higham		
Website:	www.danemill.com		
Facebook Account Details:	Danemill Primary		
Twitter Feed:	@DanemillPrimary		
School Specialism:	Primary and pre-school	Age Range of Pupils:	4-11 (statutory) 3-4 (pre-school)
Date of Last Inspection: (OFSTED)	April 2024	Outcome of Last Inspection: (OFSTED)	Good
Does the school have a DSP (Designated Specialist Provision):	No		
Total Number of students with identified SEND:	56 (October 2025)	Nos with EHCP: 16 Nos with SEN Intervention Funding: 3 Nos within EHCP/SENIF process: 3	
Information on School contribution to the publication of the Local Authority's local offer	Danemill Primary School contributes to Leicestershire's Local Offer which can be found at: What is the Local Offer Leicestershire County Council Information can also be found at https://www.facebook.com/leicslocaloffer		



Danemill Primary School – SEND Information Report

Question	Answer
<p><i>What is the SEND Information Report?</i></p>	<p>The SEND Information Report describes the types of support and provision available in Danemill Primary School and pre-school for supporting children to reach their potential. It aims to answer questions parents/carers may have and also outlines what this would look like for children. We have broken this down into 4 sections:</p> <ol style="list-style-type: none">1. What policies the school publishes in support of SEND2. The roles and responsibilities of staff in school in relation to SEND3. The different levels of support for children within Danemill Primary School and pre-school4. Frequently Asked Questions.
<p><i>What Policies may be useful and where can I find them?</i></p> <p style="text-align: center;">Policies</p>	<ul style="list-style-type: none">• SEND Policy• Pupil Mental Health Policy• Medication and Management Procedures Policy• Behaviour Policy• Anti Bullying Policy• Accessibility Plan• Pupil Premium Policy• The Complaints Policy <p>All these policies are available on the school website under 'Parent Information' – 'School Policies': https://www.danemill.com/parent-information/school-policies or upon request from the school office.</p>
<p><i>Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs and/or Disability (SEND)?</i></p> <p style="text-align: center;">Who's Who?</p>	<p>If you have concerns about your child's development and progress, you should speak to your child's class teacher/key worker initially.</p> <ul style="list-style-type: none">• If you would like further advice or are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENDCo, pre-school manager or Head Teacher.

If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have
- Signpost you to any outside support you or your child may find useful
- Offer advice on how you can support your child further in the home
- Plan any additional support your child may benefit from.

Class teacher/key worker

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, specific interventions, reasonable adjustments and adaptations) and let the SENDCo know as necessary.
- Writing a one page profile, and getting pupil and parent voice.
- Ensuring that all staff working with your child in school are able to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom, make reasonable adjustments for your child and for all the pupils they teach with any SEND.

The SENDCo (Laura Higham)

Responsible for:

- Coordinating all the support for children with Special Educational Needs and/or Disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Updating the school's SEN register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are consistent records of your child's progress and needs.
- Accessing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

	<p>Ensuring that you are:</p> <ul style="list-style-type: none"> •Involved in supporting your child’s learning. •Kept informed about the support your child is getting. •Involved in reviewing how they are doing. <p>Head teacher (Laura Hackett)</p> <p>Responsible for:</p> <ul style="list-style-type: none"> •The day-to-day management of all aspects of the school, this includes the support for children with SEND. •The Head Teacher will give responsibility to the SENDCo and the class teachers but is still responsible for ensuring that your child’s needs are met. •The Head Teacher must make sure that the Advisory Board is kept up to date about any issues in school relating to SEND.
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<p><i>What are the different levels and types of support available for children with SEND at Danemill Primary School and pre-school?</i></p> <p>Levels of support available for all children</p>	<p>For pre-school children, early identification of any SEND needs and intervention is crucial. We work collaboratively with parents to involve outside agencies where needed, and the Early Years SEN Inclusion Service for support on making the transition to school as smooth as possible. For more information on the EYSENIS, please go to:</p> <p>Support with SEND from the local authority Leicestershire County Council Professional Services Portal</p> <p>Every child will have access to class teacher input via excellent targeted classroom teaching also known as High Quality Teaching.</p> <p>For your child this would mean:</p> <ul style="list-style-type: none"> •That the teacher has the highest possible expectations for your child and all pupils in their class. •That all teaching is based on building on what your child already knows, can do and can understand. •At times the teacher may direct a Learning Support Assistant to work with your child as part of normal working practice.
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- Different ways of teaching or adaptations are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENDCo, Pastoral team or outside staff) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- All children in school should be getting this as part of excellent classroom practice, when needed.
- Specific group work within a smaller group of children.
This group, often called intervention groups by schools, may be:
 - Run in the classroom or outside in a quiet area.
 - Run by a teacher or most often a Learning Support Assistant who has had training to run these groups.

With all of the above support there may still be concerns regarding your child's progress and through consultation with yourself, the class teacher and the SENDCo the decision may be made to place your child on '**SEN Support**' so that we can monitor the progress of your child more carefully and additional 'specialist' input may be required instead of and in addition to High Quality Teaching and intervention groups.

For you and your child this would mean:

- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist, a School Nurse, a member of the Early Help Team or Educational Psychologist. This will help the school and yourself understand your child's particular needs and be able to support them better in school and at home.
The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g. making reasonable adjustments, some individual support or changing some aspects of teaching to support them better.
 - Support to set better targets which will include their specific expertise.
 - A group run by school staff under the guidance of the outside professional e.g. a social skills group.

- A group or individual work with the specialist.

The school may suggest that your child needs some individual support in school. They will tell you how the support will be used and what strategies will be put in place. This type of support is available for children with specific barriers to learning that cannot be overcome through High Quality Teaching and intervention groups.

The next stage of the process if evidence shows that your child is still not making adequate progress despite intervention and support is to investigate another layer of support in addition to what is already in place.

Specified Individual Support is usually provided via SEN Intervention Funding (SENIF) or an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher or SENDCo as needing a particularly high level of support or small group teaching which cannot be provided from the budget available to the school.

Typically your child will also need support from professionals outside the school. This may be from:

- Local Authority central services such as the Vision and Hearing Support Services, Early Years SEN team, Autism Outreach Team etc.
- Discovery services such as EPIC Educational Psychology and Wellbeing Service and In-TACT Service (which currently includes Speech and Language support and a counselling offer)
- Outside agencies such as the NHS Speech and Language Therapy (SALT) Services and Occupational Therapy (OT) Services.

For your child this would mean:

An application would be written collating all the information regarding your child's needs, current provision and recommended provision to help them make progress. This would be submitted to SENA at the Local Authority (LA) to access additional funding which can be on a short-term basis (SEN Inclusion Funding) or on a long-term basis (request for an EHC Needs assessment and if agreed, an Education and Health Care Plan will be issued by the LA).

After the school have sent in the funding request to the Local Authority (with a lot of information about your child, including some from you collated in the application), they will decide whether they think your child's needs (as described in the paperwork provided) meet their funding criteria.

If they do not think your child needs this, they will ask the school to continue with the graduated response using the Assess-Plan-Do-Review (APDR) model at 'SEN Support'.

If SENIF funding is awarded, this can be for a term, two terms or a full year.

If they agree to undertake an EHC needs assessment, they will ask you and all the professionals involved with your child to write a report outlining your child's needs.

After the reports have been sent to the Local Authority (LA), The LA will then decide if your child's needs are severe, complex and lifelong and that they need more specified extra support in school to make good progress. If this is the case, they will write an Education Health and Care Plan (EHCP) based on the information given in the application. If this is not the case they will ask the school to continue with the support at 'SEN Support'. If you disagree with this decision, you can make an appeal (information on how to do this is on the response letter they send to parents).

The EHCP will outline the funding provided from the LA. This is often shown as an equivalent number of LSA hours, however in real terms, this does not cover the cost of an LSA. Schools should use the funding to provide a package of support which may include group support, interventions in a small group, interventions on a 1:1 basis or in-class support where appropriate.

It will also have long and short term goals (outcomes) for your child.

This type of support is available for children whose learning needs are:

- Severe, complex and lifelong
- Need a more bespoke package of support to meet their needs than can be provided within the school budget

How accessible is the school environment?

The school is accessible to children with physical disabilities via ramps and hand rails. We ensure that equipment used is accessible to all children regardless of their needs.

<p>Frequently asked questions....</p>	<p>There are double doors strategically placed around the building to allow for wheelchair access. There is a movable ramp to access KS2 classrooms. If your child requires specific equipment due to a diagnosed medical or SEND need, we will work with the appropriate agencies to accommodate these requirements. *Please refer to the school Accessibility Plan on our website*</p>
<p><i>How are children identified as having Special Educational Needs?</i></p>	<p>At Danemill Primary School children are identified as having SEN in a variety of ways e.g.</p> <ul style="list-style-type: none"> •Concerns raised by parents/carers •Concerns raised by teachers •Concerns raised by the child •Changes in a child's behaviour or self-esteem is affecting progress •A child finds learning difficult •A child is performing <u>well below</u> age-related expectations (ARE), usually two years or more. •Information received from outside agencies and pre-schools e.g. Speech and Language Therapist, Paediatrician etc.
<p><i>How are parents/carers kept informed about the support the school have put in place?</i></p>	<p>Each child's education will be planned by the class teacher/key worker. It will be adapted accordingly to suit the pupil's individual needs. This may include additional support by the teacher or a Learning Support Assistant.</p> <p>If a pupil has needs related to more specific areas of their education, such as reading, spelling, handwriting, numeracy or literacy skills then the pupil will be placed in a small focus group. This will be run by the teacher or Learning Support Assistant. The length of time of the intervention will vary according to need but could run for a half term or a whole term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision in closing gaps and to inform future planning.</p> <p>These interventions will be recorded on the Year group Provision Map. Parents are notified about these interventions by the class teacher at regular intervals, such as parents evening.</p> <p>If you have any queries related to the interventions, please contact the class teacher in the first instance, or the SENDCo.</p> <p>Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership Team (SLT) which includes the SENDCo, to discuss the progress of the pupils in their class. This shared discussion may highlight any potential</p>

	<p>barriers in order for further support to be planned which will be discussed and implemented by the class teacher with advice from the SENDCo.</p> <p>Occasionally, a child may need more specialist support from an outside agency such as a Speech and Language Therapist, Educational Psychologist or Paediatrician. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is provided to the school and parents/carers. The class teacher uses the programme to plan effective support for the Learning Support Assistant to implement and strategies for the classroom.</p>
<p><i>How is the curriculum adapted and matched to children's needs?</i></p>	<p>When a child has been identified with special educational needs, reasonable adjustments will be made.</p> <p>These include their work being adapted by the class teacher in the planning process to enable them to access the curriculum more easily.</p> <p>Learning Support Assistants may be allocated to work alongside the child or small group in the classroom. Additionally, the class teacher or LSA may work with the child in a 1:1 or small focus group to target more specific needs.</p> <p>Practical resources are accessible in lessons for all children to use.</p> <p>If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips, easy to use scissors or coloured overlays for reading.</p> <p>The class teacher works with all children in his/her class. The class teacher will plan the work for the Learning Support Assistants to implement. All support staff receive internal or external training for the areas of SEND support that they carry out.</p>
<p><i>How is progress measured and communicated to parents?</i></p>	<p>Staff at Danemill Primary School and pre-school communicate regularly with parents. You are welcome at any time to make an appointment to meet with the class teacher or make an appointment with the SENDCo. The SENDCo is also available at parents evenings twice a year. We can offer advice and practical ways that you can help your child at home to make progress.</p> <p>If your child is on the SEN register they will have a One Page Profile which captures teacher, pupil and parent voice. If they have 'Cognition and Learning' needs, they will have a road map for each area of need eg reading, which has small step targets identified</p>

from school's key skills documents. These road maps are reviewed by all school staff working with the child and by the child themselves.
Targets can also be taken from outside agency reports, such as Speech and Language Therapy Plans, Educational Psychologist reports, Outreach Support advice. These next steps are always SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.

If your child has complex SEND they may have an EHCP, which means that a formal meeting will take place with you and all agencies involved to discuss your child's progress and a report will be written. This is called an Annual Review.

How are wellbeing, personal and medical needs supported in school?

We offer a wide variety of pastoral support for children who are encountering emotional difficulties. We are a caring, understanding staff who look after our children and parents. We fully recognise that children may go through crisis in their lives for short periods of time or longer periods of time. We aim to utilise the support we are lucky enough to have in school to support all children through these times NOT just the ones identified as having SEND needs.

We have a strong Pastoral Team, consisting of a Learning and Behaviour Mentor (Mrs Lee), ELSA (Emotional Literacy Support Assistant – Mrs Gadsby), Wellbeing LSA (Mrs Fretter), Family Support and Attendance Officer (Mrs Swain) and Communication Champion (Mrs Wetzig).

Our Pastoral Team is dedicated to meeting the needs of identified pupils, and helping them to reach their potential. This could be through supporting with behaviour and developing strategies to manage their emotions and social situations. Our team liaise with external agencies to ensure teachers, parents/carers and pupils are accessing resources at both home and school where applicable.

External agencies we may consult:
Primary Inclusion Forum
Inclusion Service
Early Years SEND Inclusion Team
Post Adoption Service
Social Care and Child and Family Wellbeing Services (CFWBS)
CAMHS (Children and Adolescent Mental Health Services)

Your child's class teacher is the first person to contact with concerns about your child's overall wellbeing. They are usually best placed to support in school when they are made aware of any difficulties your child may be having. Intervention may be put into place to support your child using staff in the Year group team. If progress is little to none and further support is needed, the class teacher will liaise with the SENDCo in school who will work with the Pastoral Team to give advice and support and put a plan of action into place. This may involve support from Mrs Gadsby, our ELSA (Emotional Literacy Support Assistant) or Mrs Fretter (Wellbeing LSA). Both are experienced in 1:1, small group or whole class interventions specifically for Social, Emotional and Mental Health needs.

Children with medical needs

If a child has a medical need that requires school intervention or emergency procedures to be in place, a Personal Health Care Plan is compiled by the SENDCo in consultation with parents/carers and the school nurse or medical professional (where appropriate). This is discussed with all staff who are involved with the child. Communication of medical needs with staff is done on Arbor, our school information recording system and via the noticeboard in the staffroom, where management of conditions or signs to look out for and what to do are displayed. This is updated annually or when required.

We have 30 fully trained first aiders.

If your child has a medical condition that requires medication, a meeting can be arranged as required with parents/carers, class teacher and SENDCo, if appropriate. Parents and all staff members who agree to administer medicines will sign a medication agreement form to ensure the safety of both child and staff member. For more information on procedures, see the 'Health and Safety Policy' on the school website.

How do children contribute to the everyday life of the school? How are their views gathered?

Pupil Voice

We encourage every child to contribute and to express their thoughts and ideas which we value, respect and celebrate. We do this in different ways throughout the school year:

- In class, children are encouraged to contribute to lessons and to share their learning with adults who visit their class.
- There is a School Council meeting every half term where issues or viewpoints are discussed.
- We have pupil questionnaires to gather ideas and opinions about curriculum topics

- Children who are on the SEN Register share their pupil voice for their one page profile each term and discuss their targets/next steps with their class teacher.
- Children with an EHCP share their views before the review meetings.

What expertise and specialist services are available through the school?

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: -

- **Educational Psychologist (EPIC and LEPS)**
- **CAMHS (Child & Adolescent Mental Health Service)**
- **Speech & Language Therapy (NHS and In-TACT SALT)**
- **Health Visitor (pre-school) and School Nurse Team**
- **Social Care and Child and Family Wellbeing Services (CFWBS)**
- **Occupational Therapy and Physiotherapy**
- **Paediatrician**
- **Autism Outreach Team**
- **Counsellors/Psychotherapists**
- **Early Years SEND Inclusion Team**

Educational Psychologist time is sourced from EPIC and limited to a set number of sessions each year. Our Educational Psychologist, Nicola Pereira, would normally only work directly with children whose needs are felt to be considerable and have not responded well to the interventions previously put in place for them.

In order to help understand the pupil's educational needs better, the Educational Psychologist will generally meet with the parent/carers and give feedback after the assessment has been completed.

She will offer advice to the school and parent/carers on how to best support your child to move their learning forward. This may be in the form of a report.

Speech and Language time is sourced from the NHS (free) and Discovery In-TACT Services (who currently commission a private SaLT) to work with pupils who may be in need of additional advice to support them.

All staff have had basic training in speech and language support through the school's CPD programme and this is refreshed annually.

	<p>Mrs Wetzig, our Communication Champion is trained to work with children with speech, language and communication needs, following any recommendations given by outside professionals.</p>
<p><i>What training do staff receive?</i></p>	<p>Our SENDCo achieved The National Award for SEN Coordination in 2014 and is an Autism Lead. She has been trained in a wide range of SEN including Specific Learning Difficulties such as dyslexia and dyspraxia, ADHD, SEMH issues and strategies to support in all these areas and continues to access training opportunities throughout the year.</p> <p>The school has a School Improvement Plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND, to ensure consistency of the school's approach and/or individual training requirements.</p> <p>Individual teachers and Learning Support Assistants attend training courses directly linked to the needs of specific children in their class eg using visual strategies, refusal and anxiety behaviours, Autism, ADHD, speech and language etc.</p> <p>Training takes place on a regular basis and on a rolling programme. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the SENDCo.</p>
<p><i>How are school trips and activities outside the classroom organised?</i></p> <p><i>How does the school ensure that pupils with SEND are included?</i></p>	<p>Activities, school trips and residential visits are a very important part of every child's learning experience at Danemill Primary School.</p> <p>Risk assessments are carried out and procedures are put in place to enable all children to participate. It may be that an individual child requires an individual risk assessment, to ensure specific procedures are in place.</p> <p>A key adult or adults may be identified to support your child on a trip with any individual needs – this will be outlined in their individual risk assessment.</p> <p>However, if it is deemed that an intensive level of 1:1 support is required, a parent or carer may be asked to accompany their child during the activity.</p>

Does the school offer before and after school services?

How does the school ensure that pupils with SEND are included?

At Danemill Primary School there is a wrap-around care service before school starting at 7.30am. Places are limited and need to be booked in advance. After school sessions offered are either until 4.30pm or 5.50pm (which includes a light snack). [Wrap Around Care – Danemill Primary School](#)

Danemill Primary School also provides after school activities, these change seasonally. Details can be found on the school website under 'Pupil Zone' – 'Extra-Curricular Activities' [Extra Curricular Activities – Danemill Primary School](#). All children are supported to attend with arrangements being made where ever possible to support children at the club activities.

How are children supported when changing schools or transferring to other education, employment or training?

We recognise that 'moving on' can be difficult for a child with SEND so take steps to ensure that any transition is as smooth as possible.

Home – Pre-school

Parents are encouraged to visit pre-school and speak with the pre-school manager and SEND lead, Mrs Simmonds for more information and support if needed.

Home - Foundation Stage

Pre-school – Foundation Stage

For Danemill pre-school pupils with identified SEND needs, any intervention or advice given on transition by the Early Years SEND Inclusion Team will be followed, alongside the views of the parents/carers. This will be managed by the SENDCo and EYFS Co-ordinator Raigan Parry, in partnership with the pre-school manager and teaching staff.

All pre-school parents and their children are invited into school to meet the class teacher and become familiar with the EYFS setting prior to starting school in August – there are two 'stay and play' afternoons in the latter part of the Summer Term. Parents and their children are then invited into school on the week the children start EYFS to chat with the class teachers and discuss any special requirements their children may have. Parents and carers of Foundation Stage children are invited to attend a Welcome Meeting with the Foundation Stage teachers in the term before the children start school.

The SENDCo and EYFS Team visit pre-school settings where SEND has already been identified.

For children with SEND we offer additional visits to school to help children become familiar with their new surroundings. We also visit them in their current setting so that they can get to know the adults who will be supporting them at school.

Foundation Stage – Key Stage 1 (Year 1/2)

Children spend time with their new KS1 teacher in the Summer term, prior to moving into KS1 in the September.

The KS1 teachers also come into the EYFS setting to read stories to the children in the Summer Term.

If additional transition sessions are required due to any additional needs, an individual package will be organised by EYFS and KS1, with support from the SENDCo if requested.

•If your child is moving to another school:

- We will contact the new school's SENDCo and ensure he/she knows about any special arrangements or support that needs to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

•When moving classes in school:

◦ Information will be passed on to the new class teacher in advance at a scheduled transition meeting. This happens at the end of the Summer term. All SEN information such as reports from outside agencies and what is currently working well to support them, will be shared with the new teacher.

Again, additional transition sessions will be arranged based on individual needs.

Year 6

- During the Summer term, the SENDCo will have a Transition Meeting with the SENDCo or key person of your child's secondary school, to discuss the specific needs of your child.
- Your child may attend a small 'transition' group in school, to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

	<ul style="list-style-type: none"> ◦ At each transition stage outlined above, transition booklets are made available on Class Dojo. Specific transition booklets can be adapted to better support a child's understanding of future changes where required.
<p><i>How are resources matched to children's needs?</i></p>	<p>The Head Teacher and SENDCo work together to allocate the SEND budget on the basis of the needs of the children currently in the school.</p> <ul style="list-style-type: none"> •The Head Teacher and the SENDCo discuss information regarding: <ul style="list-style-type: none"> ◦the children getting extra support already ◦the children needing extra support ◦the children who have been identified as not making as much progress as would be expected •All resources/training and support are reviewed regularly and changes made as needed. •We ensure that all children who have SEND needs are met to the best of the school's ability with the funds available. •Learning Support Assistants are the main 'resource' that the SEND budget funds. •The budget is allocated on a needs basis. The children who have the most complex needs are given the most support often involving an LSA or package of support from a team of designated adults in school.
<p><i>How do the school decide how much support is provided?</i></p>	<p>The class teacher alongside the SENDCo discuss the child's needs and what support would be appropriate.</p> <p>Different children will require different levels of support in order to bridge the gap to achieve age-expected levels. This will be through on-going discussions with parents.</p>
<p><i>How can I access support services?</i></p>	<p>The school office/SENDCo/Pastoral Team would be happy to sign post parents to specific support services, dependent upon what is needed.</p> <p>Danemill Primary School and pre-school contributes to Leicestershire's Local Offer which can be found at: What is the Local Offer Leicestershire County Council</p> <p>Here you will find a directory of services that may be able to help you.</p> <p>Parents/carers can also contact SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service) who provide free, impartial and confidential advice and support on all matters relating to SEND, including education, health and social care issues:</p> <p>Phone: 0116 3055614 Email: sendiass@leics.gov.uk</p>

What do I do if I want to make a complaint to the school?

We work hard to work together to meet your child's needs and endeavour to resolve any issues before you would need to make a complaint. Please speak to the class teacher and SENDCo.

If you still wish to make a complaint concerning SEND, this should be made in accordance with the school's Complaints Policy and a summary is as follows:

Stage 1 – Complaint heard by the class teacher

Stage 2 – Complaint heard by the Key Stage Co-ordinator

Stage 3 – Complaint heard by a member of the Senior Leadership Team (SLT)

Stage 4 – Complaint heard by the Head teacher

A copy of the Complaints Policy is available on the school website in the 'Policies' section, or you may request a copy from the school office.