

# St. Leonard's Primary School



## Special Educational Needs and Disability (SEND) Information Report

What kinds of Special Educational needs does St. Leonard's Primary School make provision for?

St. Leonard's Primary School caters for children from the age of 3 in Leo's Nursery through to 11. We have provision to meet the needs of children with a range of learning difficulties.

Our mission statement is: '**Where everyone is valued and together we seek excellence**'.

There are 4 areas of special educational needs as identified by the SEND Code of Practice September 2014.

#### **1. Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) may experience difficulty when communicating and interacting with others. These children may experience difficulties expressing themselves; or understanding what is being said to them or have difficulties understanding or using social rules of communication. Children with autistic type characteristics (ASD) may experience difficulties with the development of speech, language and communication skills.

#### **2. Cognition and Learning**

Some children experience difficulties with their learning and may require additional support or intervention to help them learn.

**MLD** - Moderate Learning Difficulties: learning at a slower pace than their peers, even with appropriate differentiation.

**SLD** - Severe Learning Difficulties; support needed in all areas of the curriculum

**PMLD** - Profound and Multiple Learning Difficulties: severe and complex learning difficulties as well as a physical disability or sensory impairment.

**SpLD** - Specific Learning Difficulties: Dyslexia, Dyscalculia, Dyspraxia.

#### **3. Social, Emotional and Mental Health Difficulties**

Some children and young people may possibly experience social or emotional difficulties. Sometimes these difficulties may be caused by a mental health problem such as anxiety or depression. Social, emotional or mental health issues may manifest in many different ways. If such needs are identified then the child may require specialised support. A child experiencing such issues may have low self-esteem, become withdrawn, isolated or display challenging/disruptive behaviour, self-harming, substance misuse, eating disorders etc.

#### **4. Sensory and Physical Needs**

	<p>Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of educational facilities generally provided.</p> <p>Specialist support and/or equipment will be required to support access to learning.</p> <p><b>VI - Visual Impairment HI - Hearing Impairment MSI - Multi-Sensory Impairment PD - Physical Disability</b></p> <p>Our school is fully accessible with dedicated disabled toileting facilities. We have changing facilities for children who require adult support. Our grounds are inclusive and all of our school is on one level.</p>
How do you identify children and young people with Special Educational Needs and Disabilities and assess their needs?	<p>The SEND Policy sets out the provision for children with SEND at St. Leonard's Primary School.</p> <p>A child can be identified as having a Special Educational Need and/or Disability when their learning requires special educational provision. The procedure for identifying children with special educational needs and/or disabilities includes:</p> <ul style="list-style-type: none"> <li>• Information provided by parents/carers/external agencies</li> <li>• Listening to concerns expressed by the child</li> <li>• Information from class teachers as part of our assessment process - this may indicate that a child is making significantly slower progress than their peers, or that a child is not making progress at the same rate as they were previously</li> <li>• Information provided by specific assessment tools and screening tools.</li> </ul> <p>If you think your child has special educational needs please speak to your child's class teacher or to the Inclusion Leader Mrs Anita Hensley who can be contacted at school (01785 334960) during school hours.</p>
How do we consult with and involve parents?	<p>At St. Leonard's Primary School we have an open door policy where parents are very much involved in their child's learning and progress. Parents are consulted in setting the learning outcomes for their children and children's input is also sought. Our Inclusion Leader oversees all support and progress of any child who requires additional provision across the school. The class teacher will oversee, plan and work with each child with SEND in their class to ensure that they make progress in every area. Teaching Assistants may work with your child, either individually or as part of a small group if this is seen as necessary by the class teacher. The Inclusion Leader will liaise with outside agencies to ensure the necessary support and advice is sought for children with more complex needs. Children's targets are reviewed at least 3 times a year in consultation with parents. Parents are invited to observe intervention activities to enable them to support their child better at home. If your child has an EHCP we will have 2 review meetings a year with parents and any other agencies that are involved in your child's provision.</p>
How do we involve the children at St. Leonard's Primary School?	<p>At St. Leonard's Primary School we encourage the children to take an active role in planning for their learning and reviewing their progress. All children are involved in the development and review of their individual Passports for Learning and contribute to identifying achievable learning objectives.</p> <p>Feedback is provided to the child both verbally and as written feedback within their class books.</p>

<p>How do we assess and review the children and young people's progress towards outcomes?</p>	<p>At St. Leonard's Primary School we focus primarily on 'closing the gap' in attainment and rates of progress for children with SEND. We celebrate and recognise the achievement of all our children, and the needs of the majority of children will be met through quality first class teaching. If a child is identified as having SEND they will receive additional support to meet their needs. This support may be in the form of an intervention programme. In order to assess and review the progress of children we will always carry out a baseline assessment to identify the child's starting point. Verbal and written feedback will be given to the child throughout the intervention and when the intervention programme ends, usually 10 -12 weeks later, a further assessment will be carried out to measure progress. This information is shared with the child and their parents. At this point, the next steps are discussed, If the child is still not making expected progress then more detailed assessments may be carried out and external agencies may be contacted for advice and support. Through a structured 'Graduated Response' we will determine the exact nature of any learning needs. It may be determined that the school make a request for a statutory assessment of the children's needs to ascertain whether the child may require support through an Educational Health Care Plan (EHCP).</p>
<p>What is the approach to teaching children and young people with a Special Educational Need and/or Disability and how are changes made to the curriculum and learning environment?</p>	<p>All children access a broad, balanced and relevant curriculum. Class teachers carefully differentiate lessons to meet the children's individual needs. Where relevant, adaptations will be made to the lesson to ensure the learning is accessible to all and all children are included. Support staff are used effectively to deliver focussed interventions that have a clear learning objective. Classroom teaching and interventions are regularly monitored by the SLT as well as learning environment walks, book scrutinies and classroom observations. 'Reasonable Adjustments' will be made to ensure the inclusion of all pupils at St. Leonard's Primary School. Children also have access to a range of support materials to aid their learning.</p>
<p>How does St. Leonard's Primary School evaluate the effectiveness of provision for pupils with Special Educational Needs?</p>	<p>Children with SEND are supported through a Passport for Learning. This contains SMART targets that are specific to the child's needs and are to accelerate learning and help to close the gap. They also detail the support and resources that will be put in place to help to meet the targets. Parents and pupils are involved in agreeing and reviewing these targets.</p>
<p>How will my child be included in activities</p>	<p>St. Leonard's Primary School is a fully inclusive school and all children are included on all school trips. A member of staff will visit the venue of a planned trip to carry out a risk assessment and to ensure the suitability of the venue</p>

outside the classroom including school trips?	and its facilities. Teachers consider the needs of all children in their class before booking the trip. Children with SEND will be supported as appropriate to allow them to take part fully.																		
How do you support the emotional and social development of children? What pastoral arrangements have you made for listening to the views of children and measures to prevent anti-bullying?	<p>St. Leonard's Primary School is a very nurturing school and we support all of our children to become confident, caring and responsible individuals. We use UNICEF's Rights of the Child to underpin our Social, Moral, Spiritual and Cultural lessons as well as our school values of CARING, RESILIENT, RESPECTFUL, REFLECTIVE, CONFIDENT and REPSONSIBLE.</p> <p>Our Anti-Bullying Policy and Behaviour Policy enable us to provide an environment in which are children feel safe and valued. We support pupils with additional social, emotional and behavioural issues in a range of ways including social skills groups, workshops, 1:1 support and through setting appropriate targets on a Passport for Learning. We may also use the Boxall profile to identify areas of social and emotional needs. We also work closely with specialist external agencies including SUSTAIN, CAMHS, Younger Minds, YMCA and the Local Support Team.</p>																		
How does the school support children with medical needs?	If your child has a medical need that needs to be supported through school then an individual Health Care Plan will be created. In order to complete this a meeting will be held between the family, staff and any relevant medical staff. This plan will be updated through regular meetings to ensure that all support is adequate and effective.																		
How will St. Leonard's Primary School prepare and support my child to join the setting or transfer to a new setting or to the next stage of education?	We recognise that transitions can be extremely difficult for a child with SEND. At St. Leonard's Primary School we ensure that we plan and support these changes to make them as smooth as possible. When a child with SEN joins our school we ensure that we have a comprehensive handover from their previous setting and will meet with parents to ensure we have a thorough understanding of the child's SEN. When moving class we will ensure that we provide additional visits, meetings and any appropriate resources to minimise any concerns the child may have. When making the transition to high school at the end of Year 6 there is a transition programme in place for all pupils. In addition to this our SEN pupils may require addition professional meetings, visits and Passports for Learning and evidence of all additional provision will be shared.																		
Which other services do you work with to support children and young people with Special Educational Needs and/or Disabilities?	<p>At St. Leonard's Primary School we work very closely with a wide range of specialists support services and voluntary agencies. Some of our children may require specialist support which we can make a referral to. If a referral is made to a specialist service, following parental consent, an initial meeting will be arranged. This will offer a multi-agency approach to support your child. Sometimes an Early Help Assessment (EHA) may be used. Mrs Hensley will talk to you about this if it is appropriate for your child and/or your family.</p> <table border="1" data-bbox="465 1318 2168 1493"> <thead> <tr> <th data-bbox="465 1318 958 1366">Agency</th> <th data-bbox="969 1318 1261 1366">Contact Details</th> <th data-bbox="1272 1318 1821 1366">Agency</th> <th data-bbox="1832 1318 2168 1366">Contact Details</th> </tr> </thead> <tbody> <tr> <td data-bbox="465 1369 958 1417">Autism Outreach Team (AOT)</td> <td data-bbox="969 1369 1261 1417">01785 895694</td> <td data-bbox="1272 1369 1821 1417">Young Carers (YC)</td> <td data-bbox="1832 1369 2168 1417">0330 1231937</td> </tr> <tr> <td data-bbox="465 1420 958 1460">Educational Psychologist (EP)</td> <td data-bbox="969 1420 1261 1460">01785 356863</td> <td data-bbox="1272 1420 1821 1460">Woman's Aid (WA)</td> <td data-bbox="1832 1420 2168 1460">01785 782761</td> </tr> <tr> <td data-bbox="465 1463 958 1493">Behaviour Support Team (BST)</td> <td data-bbox="969 1463 1261 1493">01785 854045</td> <td data-bbox="1272 1463 1821 1493">Hearing Impairment (HI)</td> <td data-bbox="1832 1463 2168 1493">01785 356830</td> </tr> </tbody> </table>			Agency	Contact Details	Agency	Contact Details	Autism Outreach Team (AOT)	01785 895694	Young Carers (YC)	0330 1231937	Educational Psychologist (EP)	01785 356863	Woman's Aid (WA)	01785 782761	Behaviour Support Team (BST)	01785 854045	Hearing Impairment (HI)	01785 356830
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Midland Psychology (MP)	01785 748447	Education Welfare Worker (EWW)	01785 276800
Local Support Team (LST)	01785 854080	School Nurse (SN)	07834119593
Speech and Language (SP & L)	0300 124 0109		

What training is provided for staff supporting children with SEN?

All of our teachers are fully qualified and undertake specialist further professional development. Ongoing professional development is key to ensuring staff of all categories remain updated and skilled. Professionals from external agencies support our teachers to deliver specific programmes to our children.

Some staff have received training and support in the following areas within the past 2 years:

- Precision teaching
- Family Fischer Trust
- Write Away training
- Supporting children with Behavioural issues
- Supporting children with dyslexia
- Paediatric First Aid
- Socially and Emotionally Ready to Learn (SERL)
- SENSS training and advice
- SENCO update training
- Attachment training
- Mental Health Training including emotional coaching and active listening

My child has SEND and is also a Looked After Child. Who can I contact for further information?

The Governor for Looked After Children is Mrs Lesley Howell and the teacher responsible for Looked After Children is Mrs Helen Spearing. Please refer to St. Leonard's Primary School's Looked After Children Policy for more information.

Who can I contact for further information? What do I do if I have a concern about the school provision?

Your key points of contact at school are:

- Your child's class teacher
- Our Inclusion Leader is Mrs Anita Hensley
- Our Headteacher is Mrs Helen Spearing
- Our SEND governor Mrs Lesley Howell

	<p>If you have a concern about the school provision in the first instance we encourage you to contact your child's class teacher. If you still have concerns then you can contact our Inclusion Leader or our Headteacher. In the unlikely event that your concern is not resolved then please contact our Chair of Governors Mrs Lyn Paxton. If all procedures fail to resolve the issue satisfactory a formal complaint may be registered with the LA.</p>
<p>Where can I get further information about services for my child?</p>	<p>The information in this report forms a part of Staffordshire County Council's Local Offer. Information can be accessed at <a href="https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page">https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page</a> Additional support is available by contacting SENDIASS (previously known as Parent Partnership <a href="http://www.staffs-iass.org">www.staffs-iass.org</a>)</p>