



SEN Information Report

SENCO: Mrs Kelly Stanesby	Co CHAIRs of Governors:
ASSISTANT SENCO:	Rev Jane Held/ Mrs Sue Hey
Mrs Eloise Crooks	SEND Governor: Rev Jane Held



Mrs Kelly Stanesby: SENDCo

Contact: 01538 266292
headteacher@st-leonards-ipstones.staffs.sch.uk

Local Offer Contribution:
http://www.staffordshireconnects.info



Mrs Eloise Crooks: Assistant SENDCo

SEN Policy: (link here)

Number of children receiving SEN support: 4
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What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. Code of Practice 2014.

What should I do if I think my child may have special educational needs?

If you have concerns then please firstly discuss these with your child's class teacher. This then may result in a referral to the school SENDCo, Mrs Kelly Stanesby who can be contacted via the school office on 01538 266292.

All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

What is the whole school approach to SEND at St Leonard's?

St. Leonard's is an inclusive school we believe that all our pupils should be encouraged and inspired to succeed. We set high expectations and ambitious end of Key Stage targets for our pupils with an ethos of challenge and support and believe in their ability to achieve. As we are a small school, we know each pupil well and view each pupil as an individual with individual talents and interests. We encourage pupils to develop these throughout their time in school and plan stretching work based on their interests.

Our graduated response pathway for SEND can be viewed on the school website in a flowchart form.

What is the process used for supporting SEND pupils at St Leonard's?

- **ASSESS**
An individual assessment of the pupil will be undertaken in order to make an accurate assessment of their needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
- **PLAN**
Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
- **DO**
Resources will be allocated to the plan in terms of personnel or equipment and the plan will be followed and adapted regularly to pupils needs.
- **REVIEW**
If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained.
- **ASSESS**
appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo. Parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.
- **PLAN**
SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (including for older children, and young people, targets around preparing for adulthood). Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

If the school SENDCo feels that the child needs additional support from outside agencies they will refer them (with parent consent) to the local SEND Hub. Here their case is discussed and professionals may provide advice or outreach work to support the child.

From January 2024 this Assess, Plan, Do, Review process will be enhanced by Staffordshire County Council and through a form completed at this stage school will be able to access external support and resources early on for children.

How will the curriculum be matched to my child's needs?

Teachers plan using pupils' achievement levels, having the same high expectations of all children and adapting the work to meet individual needs through scaffolding and support. When a pupil has been identified as having special needs, their work will be adapted by the class teacher based on the strategies recommended by the SENDCo or external agencies to remove barriers to learning and enable them to access the curriculum more easily. In addition they may be provided with support that may include specialised equipment or resources, ICT and/or additional adult help.

The school is split into two mixed age classes (reception to year 1 in one class and years 2, 3 and 4 in the

other) both classes are relatively small which means that the teachers and teaching assistants know the pupils very well. The nature of the way that the school is organised means that differentiation is central to planning and delivery of the curriculum, this enables pupils, whether they are gifted or less able in certain areas, to work in different groups, including a different year group, very easily.

How will I know how the school supports my child?

Being a small school all staff, teachers and teaching assistants, share responsibility for addressing the needs of pupils with additional difficulties. The person in charge of coordinating help for pupils with additional needs is the SENDCO who will help other staff in the school to deliver any support over and above usual classroom provision.

All pupils will be provided with high quality teaching that is adapted to meet the diverse needs of all learners.

Pupils with a disability will be provided with "reasonable adjustments" in order to increase their access to the taught curriculum.

The quality of teaching is monitored through a number of processes that includes:

1. classroom observation by the Headteacher, the SENCo and external verifiers
2. ongoing assessment of progress made by pupil in specific intervention groups
3. work sampling on a termly basis.
4. scrutiny of planning.
5. teacher meetings with the SENCo
6. pupil and parent feedback when reviewing target attainment
7. whole school pupil progress tracking
8. attendance and behaviour records

How does our school know if children need extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers, or the pupil's previous school
- Tracking of attainment outcomes indicate a lack of progress
- A pupil asks for help
- Pupil observation indicates that they have additional needs in one of the four areas

1. **Communication and interaction**
2. **Cognition and learning**
3. **Social, mental and emotional health**
4. **Sensory/physical**

The provision St Leonard's provides in each of these key areas is as follows:

SEND PROVISION	
Cognition and Learning	Social, emotional and mental health
Precision teaching (school specialism)	Brain gym
Dyslexia friendly strategies	Boxhall profile
Dyslexia friendly workbooks and overlays	Nurture

Mastering Number	Welly Wednesday (outdoor learning)
Alternative ways of recording learning	Weekly PSHE / Circle time sessions with follow up Nurture sessions
Concrete Maths resources (Mastery approach)	Mental Health Lead
Ten Town dyslexia friendly number recognition resources	Spiritual Days
Codebreakers Dyslexia Intervention	Mindfulness Colouring
Active Literacy Intervention	
Nessy Fingers Intervention	
Sensory and Physical	Communication and Interaction
Write from the start	Dyslexia friendly strategies
Motor skills united	Barrier games
Pindora's box	WOW - working on words
Personal training (occupational type therapy) for movement difficulties	SPRINT
Dough gym	TA with Autism approaches training Talking partners
	Close links with speech therapy service - experienced TA's
	Communication friendly spaces in school

We have excellent links with the pre-school nursery in the village of Ipstones and we liaise with them if there are early indications of a pupil having a particular need or difficulty. We also have a series of induction days for children due to start in our reception class which enables parents to raise any concerns that they may have early on. The school has an open door policy and parents are welcome to contact the school at any time to discuss any aspect of their child's development or educational opportunities. We have a particular interest in and specialism in recognition of dyslexia in pupils and we gained our full dyslexia friendly status in July 2013 and continue to build on this. We also have extremely close links with the speech therapy service and Ciceley Haughton special school who do outreach work for pupils with social and emotional difficulties.

- All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. These are discussed with parents at events such as Parents Evenings and pupils' attainments to meet these targets are tracked using the whole school tracking system.
- Pupils who are failing to make expected levels of progress are identified very quickly and are discussed in termly meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team.
- Where it is decided that action is required to support increased rates of progress, this will follow an assess, plan, do and review model.

What support will there be for my child's overall well-being?

St. Leonard's is a church Aided school with a strong Christian ethos and has very close links with the local church, which helps to give additional pastoral support.

The school also offers a wide variety of pastoral support for pupils. These include:

- An evaluated Personal, Social, Health Education (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Governing board.
- Small group evidence-led interventions to support pupil's wellbeing are delivered to targeted pupils and groups with the aim of supporting improved interaction skills, emotional resilience and wellbeing, where necessary.
- We work closely with support agencies when the need arises and provide signposting to other agencies for parents who may need additional help. We work very closely with Early Help teams who provide a range of different help for families and our DSL (Mrs Stanesby) often completes Early Help Assessments with families in school.
- The school has positive strategies in place to manage pupil behaviour and this means that poor behaviour is unusual.
- Pupils are encouraged to contribute their views about the school and behaviour via the school council, which has representatives from each year group.
- Self-confidence is widely promoted in school, as we are a small school pupils have many opportunities to perform to audiences.

Pupils with medical needs

Pupils with medical needs will be provided for with a detailed Health Care Plan, compiled by the school nurse in partnership with parents and if appropriate, the pupil themselves. Staff who administer medicine complete training. All medicine administration procedures adhere to the LA policy and DfE guidelines included within **Supporting pupils at school with medical conditions (DfE) 2017**. School Medical policies are available on request.

How accessible is the school environment?

Our Accessibility Plan that describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website.

The building is a modern single storey building without steps; this means that most areas are accessible to pupils with limited mobility. There are disabled facilities. Access to the playing field would prove difficult for children with limited mobility, as there are steps to it, it would not be impossible as there are more gently sloping grass areas which could be used as alternative access routes. The school has an accessibility action plan to improve accessibility further which can be viewed on the school website.

In the past, when the school has received pupils who do not speak English as their first language, we have sought advice from the EMA unit and have met with parents to ensure that they have the language skills to read the information that is sent from school. If it was clear that there were difficulties with this, then the school would make arrangements to make information available in a different form.

How will my child be included in activities outside the classroom including school trips?

Risk assessments are carried out and procedures are put in place to enable all children to participate in

all school activities. The school is inclusive and aims to provide an equality of opportunity. When need arises measures will be put into place to enable pupils to participate in outside the classroom activities. This may involve assigning additional staff to help with particular activities and modified risk assessments to take into account children with specific needs.

How does St Leonard's involve outside agencies and build partnerships with other schools?

Whilst pupils are receiving SEN support in school and progress is limited despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. *Local SEND Hub*
2. *Special Educational Needs Support Service (SENSS)*
3. *Behaviour Support Service*
4. *Dyslexia Centres*
5. *Autism Outreach Team*
6. *Hearing Impairment team*
7. *Visual Impairment team*
8. *Autism and Sensory Support in Staffordshire (ASSIST) Post 16*
9. *Educational Psychologist Service*
10. *Educational Welfare Officers*
11. *Physical and disability support service*
12. *Social Services*
13. *School Nurse*
14. *CAMHS (Child & Adolescent Mental Health Service)*

For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

For pupils who despite relevant and purposeful action taken to meet their special needs, fail to make expected levels of progress, the school or parents may consider requesting an Education, Health and Care assessment that will be undertaken by the Local Authority.

How will I be involved in discussions about and planning for my child's education?

This may be through:

discussions with the class teacher, SENCO or senior leadership team member
during parents evenings

Parents are actively involved throughout the child's life in school regardless of the particular individual needs of a child. Where possible, parents are made aware of pupil's development targets and when necessary are invited into school to celebrate pupils successes or to discuss where additional support is needed.

In the broader sense parents are involved directly in the school community via fundraising and governing

board and are given a wealth of opportunities to spend time in school and to discuss their children both formally and informally.

How will I know how my child is doing?

- The school has strong links with families and provides a range of opportunities to chat informally about pupil progress and parent worries.
- Attainments towards the identified outcomes will be shared with parents Termly through the school annual reporting system and three Parent consultation Evenings and often half termly with more informal discussions. Parents may also have a home-school diary if felt a useful tool to use to communicate with school staff.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENDCo, or the Headteacher. Please contact the school office who will arrange one from you.
- Pupils with particular difficulties will continue to have their targets reviewed regularly and parents will be invited into school at regular intervals to provide their views on progress.

How will you help me to support my child's learning?

Please look at the school website. It can be found at <http://www.stleonardsfirstschoolipstones.com> and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home.

School newsletters include information about what the pupils are learning in school and ways parents can help at home.

The class teacher or SENDCo may also suggest additional ways of supporting your child's learning and when new targets are given on your pupils learning passport, ideas about how they can be practiced at home will be detailed.

The school organises a number of parent workshops during the year, such as the Early Years Foundation Stage, Phonics, Reading, Spelling, Calculation in Maths and Key stage 1 assessment, e-safety and homework. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about the curriculum that is being offered to their child.

Pupils will have regular core skills homework in English and Maths, and pupils who need additional support in a particular area may be given additional work to take home (this will be discussed with parents in advance). The school may also provides an optional broad curriculum style of homework to enrich pupil's learning across all subject areas and to allow pupils to find their talents.

How is the decision made about how much support my child will receive?

- At St Leonard's we believe that the biggest impact on learning is quality first teaching and we are passionate about pupils being taught well within their class with their class teacher.
- All pupils are assessed routinely and their progress is tracked throughout the year. Where pupils are making less than expected progress, support over and above quality first teaching is considered. This may be a short intervention program or may require a longer period of sustained support.
- Teaching assistants in school have weekly timetables detailing support they will give to pupils. This includes both group and individual interventions alongside support in the classroom. These timetables are reviewed and altered half termly where necessary. Teaching assistant time is allocated according to level of need.
- When a pupil's needs are considered more complex, other agencies will be involved who will make suggestions as to the level of support appropriate. This will be provided within the constraints of the budget - where needs are complex, additional funding sources would be investigated.
- For pupils with SEND but without an Education Health and Care plan, the decision regarding the

support required will be taken at joint meetings with the SENDCo, classteacher and parent. For pupils with a statement of educational needs/Education, Health or Care plan, this decision will be reached when the plan is being produced or annual review.

What training do the staff supporting children and young people with SEND undertake?

Some staff at the school have completed dyslexia friendly training and the school attained full status in July 2013. The school SENDCO has been in post for over 10 years. There are no particular specialist services offered by St. Leonard's although we have a particular interest in the recognition and support of pupils with dyslexic traits and the use of precision teaching methods. The school is given additional specialist support from the SENIS team (Entrust), the Educational Psychologists service (SCC) and the Local SEND Hub; we also signpost parents to particular organisations where additional support may be available.

The SENDCo and a TA are trained to carry out the 'Talking partners' Intervention.

One TA has received Autism awareness.

Two of our TA's have worked closely with the speech and language service attending pupil sessions at the local clinic.

In the last two years school staff have received a range of training;

Awareness training has been provided to all staff on:

How to support pupils with a diagnosis of dyslexia.

How to support children with their writing.

Approaches to spelling.

Precision teaching.

How to support pupils with speech, language and communication difficulties.

The SEND Code of Practice 2014.

Enhanced training has been provided to the SENDCo on:

Attendance at Enhanced Assess Plan Do Review implementation by Staffs County Council

Attendance at termly SENDCo Updates

Attendance at SENDCO Conferences.

- The school has regular visits from SENIS specialist teachers who provide advice to staff support the success and progress of individual pupils
- The NHS Speech Language Therapist keeps in regular contact with the Assistant SENDCo.
- The Governor with specific responsibility for SEND is involved with SEN in the school and takes an active part in improving standards and monitoring policy and practice.

How will the school prepare and support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupil's transition. These include:

On entry:-

- Joint practice exists between the school and the local pre-school setting 'Tiny Tots'. It outlines many of the ways we work in joint partnership to provide an effective transition for pupils. Such as joint training, joint events, working together on 'readiness for school'.
- The EYFS Class teacher visits Tiny Tots pre-school on a regular basis to give advice to staff and the Headteacher is currently their Chairperson.
- A planned programme of visits are provided in the summer term for pupils starting in September. Pupils are invited to attend a range of at least six morning or afternoon sessions, to include two

visits to stay for a school lunch.

- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENDCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- The SENDCo and EYFS Leader meets with all pupil's key workers to share their learning journeys prior to them starting their induction visits so that school staff are fully aware of what pupil's needs are.
- If pupils are transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns.

Transition to the next school

The school is a First school, which means that pupils transfer to their next school at age 9. They usually transfer to one of the two Middle schools based in Leek. There is an established program of transition activities which includes;

- An interactive Open evening for pupils and parents.
- A 2 day visit to the new school and staff from the middle schools coming here to talk to the pupils who are moving.
- Additional visits to Middle School for vulnerable pupils (including those with SEND)
- Visits to St Leonard's by Middle School teachers throughout the year to teach children in their familiar surroundings.
- History workshops for Year 4 pupils.
- Local High school runs Sports and Science visits for Year 3/4 pupils.
- Pupils carry out a Literacy, Maths and PSHE Transition project in school which they then take with them to the Middle School. Work they have produced is displayed at their new school.
- If pupils have particular needs then additional visits may be arranged to extend the transition program. Pupils may be accompanied by parents on these visits.
- The annual review in Y3 for pupils with a statement of educational need or an Education, Health and Care plan begins the process where parents are supported to make decisions regarding Middle school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible.
- Parents will be enabled to consider options for the next phase of education and may like to take advantage of the support offered by the independent Staffordshire School Choice. Information on this service is located on the Staffordshire website at www.staffordshire.gov.uk/Education.aspx
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENDCos of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- The records of pupils who leave the school mid phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of pupils with SEND from a number of sources: A proportion of the funds allocated per pupil to the school to provide for their education (the Age Weighted Pupil Unit); The Notional SEN budget and the Pupil Premium funding for pupils who meet certain criteria.

In addition, for those pupils with the most complex needs, the school may be allocated Additional

Educational Needs funding. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- In-class support from teaching assistants
- Small group support from teaching assistants e.g. nurture groups, literacy and numeracy support
- Specialist support from teachers e.g. 1:1 tuition
- Bought in support from external agencies e.g. access arrangement assessment, speech and language support.
- Parent workshops
- Provision of specialist resources e.g. assessment software
- CPD relating to SEND for staff

Being a small school there are limited resources for all aspects of the curriculum. The majority of the special needs budget is spent on staffing, particularly extra classroom assistant time to enable intervention programmes to be delivered to pupils who need additional input. Priority is also given to training for staff around current SEND issues within school. The priority at the present time being supporting pupils with Speech, Language and dyslexia.

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the following:

- Your child's class teacher
- The SENDCo
- The Headteacher
- For complaints please contact the School Governor with responsibility for SEN. Their name is Rev. Jane Held.

The Head teacher and SEND Coordinator (SENDCO) of the school is Mrs Kelly Stanesby, who can be contacted via the school office and will arrange to see parents at the earliest opportunity. The school Office Manager, Mrs Julie Amos, will be the first point of contact and she will try to arrange a mutually convenient time to meet.

If you require pre admission advice or support, then in the first instance, it is best to contact the Local Authority admissions department. They can be contacted via the Local Authority switch board - 01785 223121

How does the school plan to enhance SEND provision over the next year?

In 2024 St Leonard's will be working on improving the efficiency of SEND administration through the use of our new provision mapping software allowing us to share information more readily with parents. We will also be providing training for all staff on the adaptation of teaching and learning across the curriculum for ALL pupils. We will be implementing the new enhanced assess, plan, do, review cycle as requested by Staffs County Council, helping children at an early stage before any diagnosis of need. All of these actions will lead to further improvements in rates of progress for SEND pupils.

Support services for parents of pupils with SEN include:

- **Staffordshire Family Partnership**
www.staffs-iass.org/home.aspx If you have a general enquiry, would like to speak to one of the team or a parent wanting to request information and support please telephone [01785 356921](tel:01785356921) during office hours. Alternatively email on sfps@staffordshire.gov.uk.
- **Staffordshire Parents and Carers Forum** - An independent organisation run by volunteers who are

all parents or carers of children and young people who have special educational needs and/or disabilities. www.staffspcf.co.uk

- The Local Authority's Local Offer can be found at:
- www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0
The Local Offer hosts all the information in one education, health and care services, leisure activities and support groups in one place.