

St Leonards Primary School
Special Educational Needs and Disabilities (SEND) Information Report 2023-2024

Introduction

The overarching aim for SEND is that all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress they can.

At St Leonard's pupils are well supported by well-trained TA's and quality first teaching. We expect that, by providing quality, personalised intervention all our pupils with SEND will meet or exceed the high expectations we set for them against National data and based on their age and starting point.

Here at St Leonard's we seek to raise the achievement, remove barriers to learning and support physical and curricular access to all through a broad, balanced and differentiated curriculum.

We aim to enable every child to learn as effectively as possible, to enjoy their learning and to provide a foundation for lifelong learning. We intend to work in partnership with our families and it is our aim that pupils will become confident individuals and will make successful transition to the next phase of their education.

We aim to give SEND pupils the best support they need.

We are committed to the Special Educational Needs and Disability Code of Practice: 0 – 25 years. We provide a happy and nurturing environment where we value every child and their differences.

At St Leonard's we provide a broad and balanced curriculum. When planning teachers set learning challenges that meet the diverse needs of all children. We pride ourselves on quality first teaching which facilitates inclusive teaching and learning for all abilities, races, and genders. Some children have learning requirements that create barriers to learning these are most likely to arise because of a child having a Special Educational Need or Disability (SEND). One of the main factors of quality first teaching is that it considers these needs and make provision for them which enables all children to participate effectively in all curriculum and assessment activities. Children may have educational needs throughout, or at any time during, their time at school and we continually seek to ensure all children are fully included in all aspects of school life. We work closely with all parents and carers including those of children with SEND.

At St Leonard's we aim to develop each child emotionally, physically, intellectually, socially, and spiritually so they can reach their full potential and be prepared for the next phase in their life and education

For additional information please see the SEND area of our school website which contains further information, links to websites and the chance to download additional documents including our SEND policy and Accessibility policy.

Key staff in school (in addition to your child's class teacher)

Mr L Bridges-Head Teacher

Mrs R Spencer -SENDCO

Mrs J Buckley -SEND Governor

Admin- Contact-01746 762781

Email - admin@stleonardsprimary.co.uk

As a school St Leonard's ensure that what we have on offer for SEND pupils is in line with the Shropshire local offer. Wider information regarding available services (including a range of leisure activities) for pupils with SEND and their families across the whole of Shropshire can be found by visiting the Shropshire Local Offer. The Local Offer brings together information about the help and support available for children and young people with special educational needs and/or disabilities and their families.

Contact – <https://www.shropshire.gov.uk/the-send-local-offer/>

Principles

The school's approach to special educational needs and/or disabilities is based on the following principles:

- We work closely with pupils, parents, carers, teachers, teaching assistants and other relevant agencies in order to ensure the best outcome for children with SEND.
- All teachers are teachers of pupils with special educational needs and/or disabilities and work hard to ensure that the needs of all pupils are met.
- We endeavor to identify children's needs as quickly as possible and use a graduated (assess, plan, do, review) approach to ensure that the pupil is making the expected progress.
- To enable all children to have full access to all elements of the school curriculum and school life.

People who support children with special educational needs and/or disabilities at St Leonards

<u>Question</u>	<u>People</u>	<u>Responsibilities</u>
Who are the best people to talk to in school about my child?	Class Teacher	<p>They are responsible for:</p> <p>Ensuring that all children have access to a good, quality first teaching, and that the curriculum is adapted to meet your child's needs.</p> <p>Assessing the progress of children in their class. Planning, delivering and reviewing any additional support that your child may need.</p>

		<p>Ensuring that all members of staff involved with working with your child are aware of their individual needs and what needs to be put in place to ensure that progress is being made.</p> <p>Completing relevant paperwork for the children in their class on the SEND register.</p>
	<p>SENDCO Mrs R Spencer</p>	<p>She is responsible for: Co-ordinating all support for children with special educational needs and/or disabilities and working to ensure all children get a consistent, high-quality response when it comes to meeting their individual needs. Collaborating/working with outside agencies that may be involved with supporting a child's learning. Supporting all staff so they can help children with special educational needs and/or disabilities at their potential. Organising relevant training for members of staff. Ensuring that parents and carers are involved in all aspects of supporting their children's learning targets including additional termly meetings to review and plan for the next term. Offering advise to all staff to ensure SEND pupils are fully included. Updating governors on any issues relating to SEND. Meeting with link governor.</p>
	<p>Head Teacher Mr L Bridges</p>	<p>He is responsible for: The day-to-day management of all aspects of the school including the support for children with special educational need and/or disabilities and ensuring that an individual child's needs are met. Along with SENDco, Mr Bridges will also ensure that the governors are kept up to date about any issues relating to SEND.</p>
	<p>SEND Governor Mrs J Buckley</p>	<p>She is responsible for: Ensuring that the governors are kept up to date about any issues relating to SEND. Liaising with SENDco. Observing SEND practice.</p>

A Graduated Response to SEND

At St Leonard's we follow the graduated response to SEND which is a four-step process consisting of assess, plan, do and review please see below for more information

Early identification

At St Leonard's we believe early identification is key to ensure pupils receive the support they need.

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation/adaptations within the classroom.

How we identify and support pupils with SEN

All pupils' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities differentiated for individual pupils. Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher. Adequate progress could:

- be similar to that of peers.
- match or better the pupils' previous rate of progress.
- close the attainment gap between the pupil and their peers.
- prevent the attainment gap growing wider.

Where pupils continue to make inadequate progress, despite support and high-quality teaching, the class teacher will work alongside the SENDCO to assess if a pupil has a significant learning difficulty and agree appropriate support. In some cases, it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher, LSAT. This will always involve discussion and agreement with the pupil's parents/carers. When considering whether a pupil has a Special Educational Need many of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Persistent emotional or behavioural difficulties which are not amended by appropriate behaviour management strategies;
- Has sensory or physical difficulties and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriatedifferentiated curriculum.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the classgroups, despite having an individualised behaviour support programme;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.

Assess, Plan, Do and Review

Where a pupil is identified as having SEND, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach – assess, plan, do, review.

Assess

- In identifying a child as needing SEND support, the class or subject teacher, working with the SENDCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment and behaviour, including learning behaviours.
- Further advice and professional support is sought and implemented as is considered necessary for the individual needs of the children.

Plan

- Where it is decided to provide a pupil with SEND support, parents will be fully involved and consulted. Interventions and support strategies will be discussed with all concerned parties and an action plan put in place detailing outcomes and a review date.
- An Individual Education Plan (IEP) will be put together. This sets out any arrangements that are additional to and different from that which is offered through the school's curriculum.
- All staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required

Do

- The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. Continuous assessment will also be through marking.
- The SENDCO will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

- The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.
- The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class teacher will revise the support (IEP) in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

- The IEP is continually under review to ensure that the appropriate targets set provide success for the child and progress is made. The parents/carers and children are always involved.

At each stage of the process pupils and parents will be informed and consulted.

At St Leonard's we have adopted SEND support 1 and SEND support 2

SEND SUPPORT 1 (Including Early Years): The provision by the school of interventions that are additional to and or different from those provided as part of the school's usual differentiated curriculum and strategies.

- Class or subject teacher identify or register a child's SEND and consulting the school's SEND coordinator (the teacher responsible for SEND provision in the school), take initial action.
- The school's SEND co-ordinator (SENDSCO) takes the responsibility for gathering information and for co-ordinating the child's special educational provision; working with the child's teacher to draw up an Individual Education Plan (IEP) which sets out SMART targets for the child.

SEND SUPPORT 2 (Including Early Years) Additional provision to that at SEND SUPPORT 1 based on advice from external support services and required as a result of a child ☐ Making little or no progress over a long period.

- Continuing to work at a NC level substantially below that expected of children of a similar age. ☐ Continuing to have difficulty in developing English and Mathematical skills.
- Having mental, emotional, or severe behavioural difficulties that interfere with the child's own or class group's learning.
- Having sensory or physical needs requiring specialist equipment or specialist input.
- Having communication or interaction difficulties that impede the development of social relationships or cause substantial barriers to be learning.

REFERRAL FOR STATUTORY ASSESSMENT EHCP (Education Health Care Plan)

For a very few pupils, the help given in school through SEND SUPPORT 2 may not be sufficient to enable pupils to make adequate progress. The school, in consultation with parents and external agencies then asks the LEA to initiate a Statutory Assessment.

The LEA will consider the need for a statutory assessment and if appropriate, make a multi-disciplinary assessment and then, if appropriate, draw up an EHCP and arrange, monitor, and review provision thereafter.

For pupils with low level Special Educational Needs, the cycle of Assess, Plan, Do and Review will fit into the regular termly assessment and planning cycle for all pupils. The SEND Review Meetings are held termly and are mostly run by your child's teacher. Where necessary, other help may be sought, and strategies put in place to suit the latest need. If there is sustained period of insufficient or no progress the school may decide to involve advice from specialist/external agencies, but the school would consult with parents/carers before doing this.

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEN Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the schools SEN register.

What happens if my child is placed on SEND support and still doesn't make expected progress?

If your child still does not make the expected progress when they are on SEND support, it may be deemed necessary to apply for additional funding through the graduated support pathway (GSP). If successful, this provides schools with the opportunity to explore different ways to best support your child. This top up funding is meant for short term interventions and support and will be reviewed at least yearly. In some cases, it may be deemed necessary to apply for a statutory assessment. A statutory assessment is when a child has a variety of physical and academic assessments to see if they would benefit from additional support to further enhance the support they already receive. If you and the school decide to go ahead with this statutory assessment, it can take up to 26 weeks.

What happens after the statutory assessment?

If, following the statutory assessment, it is decided that your child would benefit from additional support then an Education, Health, Care Plan (EHCP) will be written. This document is centered on your child and provides everyone involved with working with your child additional strategies to best support your child. The EHCP also includes targets that your child is working towards. These targets are reviewed annually in a meeting between parents, the school, and any relevant outside agencies. The review can happen at any point during the year if it is deemed necessary. Parents, carers and indeed the pupils themselves are an extremely important part of the review process. (Please note if a child is in Nursery or Reception and have an EHCP then 6 monthly reviews will also take place). If an EHCP application is denied, we could still apply for additional funding via the graduated support pathway which was mentioned above.

How we consult with parents and carers of children with Special Educational Needs and/or Disabilities

- Termly meetings with parents and carers to discuss progress and complete relevant paperwork/reviews.
- Parents and carers are encouraged to come into school and talk to us if they have any concerns.
- We can arrange for parents and carers to meet with outside agencies at school.
- Outside agency reports are shared with parents and carers and they are able to come in and discuss them if they so wish.
- The school website signposts parents and carers to where they can receive additional information and support.
- We have discussed and developed relevant documents alongside parents and carers of children with SEND.
- When a child is in care, the carers are accorded the same rights and responsibilities as parents.

How we consult with pupils with Special Educational Needs and/or Disabilities

- Targets are discussed with children in a child friendly approach. Some may complete a one-page profile to gather their views. Children sign their targets to say they understood them and will work hard towards them.
- We have school council to ensure the voice of the child is heard.
- Our PSHE work provides children with time to think and speak.
- Where appropriate children are consulted on how they feel they learn best.
- As and when appropriate children are provided with the opportunity to take part in review meetings.
- Head, SENDCO and SEND Governor conduct learning walks and talk to pupils.
- My life work may be appropriate to gain pupils thoughts/feelings.

Transition

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that your child needs.
- We will make sure that all records about your child are passed on as soon as possible.

From nursery to the Reception class

- In EYFS Nursery and Reception work closely together to ensure a smooth transition.
- There are various opportunities for Nursery children to visit Reception before they begin school.
- Meetings with parents/carers, the Nursery teacher, Reception teacher and SENDCO are arranged as and when necessary.
- The Nursery and Reception teacher work closely including when it comes to passing on paperwork and other relevant information.

From class to class within school

- Children have the opportunity to have a taster session in their new class.
- Teachers meet to discuss all children and pass on any relevant documents and information.
- Progress data is shared with the next class teacher.

Transfer to secondary school

- Children have various opportunities to visit for a range of activities during KS2.
- Teachers from the secondary schools visit the pupils at St Leonards.
- Children have taster days at their secondary schools with additional days available if deemed necessary.
- Transition from KS2 to KS3 is managed by Woodlands Outreach where children with SEND are invited to additional sessions at their forthcoming Secondary.
- If children are transitioning to one of our local secondary schools both SENDCO's will meet/have further discussions.
- For some children staff from St Leonards meet with secondary colleagues to discuss their educational, social emotional needs.
- For some children their key worker may visit secondary school with them as part of transition arrangements.
- Information is shared with the secondary schools.

How we adapt our curriculum and learning environment to include pupils with Special Educational Needs and/or Disabilities

- We have an up-to-date accessibility plan which is reviewed regularly.
- Resources are available to support children such as writing slopes, wobble cushions and pencil grips.
- Teaching assistants support children with Special Educational Needs and/or Disabilities either on a one-to-one basis or as part of a small group.
- Advice from outside agencies is followed carefully and we purchase resources and follow programmes that are recommended by them.

Our provision for pupils with SEND

Pupils with Special Educational Needs and Disability will include those pupils with additional needs who require specific interventions to support learning or special accommodation for physical disability. Pupils who come within the remit of the school's SEND policy are those pupils who have one or more of the following:

<u>Communication and Interaction</u>	<u>Cognition and Learning</u>	<u>Social, Emotional and Mental Health Difficulties</u>	<u>Sensory and/or Physical Needs</u>
<ul style="list-style-type: none"> • Specific Language Impairment (SLI) • Autistic Spectrum Disorder (ASD) 	<ul style="list-style-type: none"> • Moderate Learning Difficulties (MLD) • Severe Learning Difficulties (SLD) • Profound and Multiple Learning Difficulties (PMLD) • Specific Learning Difficulties (SPLD) 	<ul style="list-style-type: none"> • Anxiety • Depression • Withdrawal • Attention Deficit Hyperactivity Disorder (ADHD) • Attention Deficit Disorder (ADD) • Attachment Disorder 	<p><u>Sensory and/or Physical Needs</u></p> <ul style="list-style-type: none"> • Visual Impairment (VI) • Hearing Impairment (HI) • Multi-sensory Impairment (MSI) • Physical Impairment (PI)

Communication and Interaction

1. Speech, Language and Communication Needs

<u>How we identify needs, assess and review progress</u>	<u>How we adapt teaching to ensure access to the curriculum</u>	<u>How we provide support and intervention for those with identified needs</u>
<ul style="list-style-type: none"> • On visits to nursery, we discover if a child has already had any involvement with Speech and Language Therapy (SALT) or if the parent/carer has any concerns. • We observe children at different points during the school day. • Look at the progress the child is making particularly in terms of the development matters stages of development. • Assess the impact speech, language and communication needs are having on other areas of the curriculum and indeed the child's well-being. • Refer a child to SALT in order to receive expert advice. • Review progress through a speech and language programme following guidance from outside agency. 	<ul style="list-style-type: none"> • Follow advice from outside agencies. • Put in place appropriately trained teaching assistants to run speech and language sessions. • Ensure we have relevant and effective resources to support a child. <p><u>Receptive language issues</u></p> <ul style="list-style-type: none"> • Ensure instructions are simple and clear. • Put support in place to ensure that children understand what is expected of them. <p><u>Expressive language issues</u></p> <ul style="list-style-type: none"> • Provide activities which encourage expressive language development. • Ensure children have support from experienced members of staff where necessary. <p><u>Articulation of sounds issues</u></p> <p>Children may have specific speech and language programmes to follow. These will be administered by an experienced member of staff as part of a small group or one to one.</p>	<ul style="list-style-type: none"> • Refer children to the speech and language service for support and advice. • Provide trained/experienced members of staff to run interventions. • Regular feedback is provided to parents/carers with suggestions about how they can help at home.

2. Autistic Spectrum Disorder/Condition (ASD)

<u>How we identify needs, assess and review progress</u>	<u>How we adapt teaching to ensure access to the curriculum</u>	<u>How we provide support and intervention for those with identified needs</u>
<ul style="list-style-type: none"> • On visits to nursery, we discover if a child has already had any involvement with outside agencies or if the parent/carer has any concerns. • We observe children at different points during the school day. • We look at the progress the child is making and if progress is not being made then a decision will be made relating to whether or not a referral is needed to outside agencies such as Woodlands Outreach, Bee-U (formally CAMHS) or if an Early Help Assessment is needed. • Assess and track progress through the national curriculum and identify any barriers to learning. • Build a relationship with the child and understand patterns of behaviour or specific needs and how best to respond to these. • Provide the child with an assess, plan, do, review document, pupil centred plan- IEP. 	<ul style="list-style-type: none"> • Make necessary changes to the curriculum/ style of teaching in order to ensure that all individuals are catered for. • Provide additional time and support to ensure that children can make sense of different situations. Where necessary this could be supported with the use of social stories. • Allow children to have time away from the classroom if needed. • Visual aids and structured timetables to support individuals. • Social stories. • Safe space. 	<ul style="list-style-type: none"> • Approach Woodlands Outreach or other relevant outside agencies for advice and support. • Provide regular feedback to parents/carers and give them ways in which they can help best support their child at home.

<p>which can be reviewed termly.</p> <ul style="list-style-type: none"> • Parents can also refer their child for an ASD assessment by visiting their GP. 		
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Cognition and Learning

1. General/ Moderate Learning Difficulties

<u>How we identify needs, assess and review progress</u>	<u>How we adapt teaching to ensure access to the curriculum</u>	<u>How we provide support and intervention for those with identified needs</u>
<ul style="list-style-type: none"> • On visits to nursery, we find out if a child has had any involvement with outside agencies or if the parents/carers have any concerns. • We observe children in class and at different times of the day such as at playtime or lunchtime. • We look at the progress the child is making and if progress is not being made then a referral to the LSAT might be made in order to receive additional support and guidance. 	<ul style="list-style-type: none"> • Adapting to children's needs by using different approaches to teaching and learning. • Differentiating the work that we are doing in class. • Providing one to one or small group support from the teacher or teaching assistant. • Having children in target groups within the class. • Providing children with SMART targets. 	<ul style="list-style-type: none"> • Follow advice from outside agencies. • Provide resources that will support children in their learning. • Support children with additional adult support in class. • Provide feedback to parents/carers on how they can be supporting their child's development at home.

2. Specific Learning Difficulties e.g. Dyslexia, Dyscalculia

<u>How we identify needs, assess and review progress</u>	<u>How we adapt teaching to ensure access to the curriculum</u>	<u>How we provide support and intervention for those with identified needs</u>
<ul style="list-style-type: none"> • On visits to nursery, we find out if a child has had any involvement with outside agencies or if the parents/carers have any concerns. • We observe children in class and at different times of the day such as at playtime or lunchtime. • Analyse phonic screening test. • Look at progress the child is making and identify any potential barriers to learning. If progress is not being made, a referral to the LSAT might be made in order to receive additional support and guidance. 	<ul style="list-style-type: none"> • Follow any advice provided by outside agencies. • Adapting to children's needs by using different approaches to teaching and learning. • Differentiating work that we are doing in class. • Providing one to one or small group support from the teacher or teaching assistant. • Having children in target groups within the class. • Providing children with SMART (Specific, Measurable, Achievable, Relevant, Timely) targets. • Provide resources in the class to support learning. 	<ul style="list-style-type: none"> • Observations by outside agencies such as the LSAT to provide advice on how best to respond to a child's learning style. • Providing advice and support for parents by recommending resources that can be used at home. • Provide feedback to parents/carers on how they can be supporting their child at home. • Use of specialised programmes such as 'Nessy'.

Social, Mental and Emotional Health:

<u>How we identify needs, assess and review progress</u>	<u>How we adapt teaching to ensure access to the curriculum</u>	<u>How we provide support and intervention for those with identified needs</u>
<ul style="list-style-type: none"> • On visits to nursery, we find out if a child has had any involvement with 	<ul style="list-style-type: none"> • Develop a personalised approach to learning for the child. 	<ul style="list-style-type: none"> • Involvement from outside agencies as and when appropriate e.g. Woodlands.

<p>outside agencies or if the parents/carers have any concerns.</p> <ul style="list-style-type: none"> • We observe children in class and at different times of the day such as at playtime or lunchtime. • We look at the progress the child is making and if progress is not being made then a referral to the LSAT, ELSA, BEE-U support or Educational Psychologist might be made in order to receive additional, support and guidance. 	<ul style="list-style-type: none"> • Provide them with support and have a key adult in school who they know they can go to. • Develop resources to support the needs of the children. • Have a plan/strategy if a child needs to remove themselves from a situation and calm down. • ELSA trained staff • Mental health trained staff. 	<ul style="list-style-type: none"> • Advice from Early Help. • Designated safe guarding officers. • Supporting the whole family with outside agencies e.g. bereavement counselling. • Staff trained in different interventions. • ELSA staff.
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Sensory and/or Physical:

1. Hearing Impaired

<u>How we identify needs, assess and review progress</u>	<u>How we adapt teaching to ensure access to the curriculum</u>	<u>How we provide support and intervention for those with identified needs</u>
<ul style="list-style-type: none"> • On visits to nursery, we find out if a child has had any involvement with outside agencies or if the parents/carers have any concerns. • We observe children in class and at different times of the day such as at playtime or lunchtime. • Children will have a hearing test in Reception. 	<ul style="list-style-type: none"> • Children will sit closer to the teacher particularly during lesson introductions. • Ensure the child is looking at you before talking to them or say their name before talking to them. • We are aware of the impact background noise can have on a child's hearing in different situations. 	<ul style="list-style-type: none"> • Follow guidance from hearing impairment services. • Some staff members have been trained in Makaton.

<ul style="list-style-type: none"> • Contact with parents/carers if we feel there is a problem and ask them to take their child for a hearing test. 	<ul style="list-style-type: none"> • Teacher assistant support may be necessary in order for the child to have instructions repeated. • Written instructions as and when appropriate in order to develop independence. 	
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2. Visually Impaired

<u>How we identify needs, assess and review progress</u>	<u>How we adapt teaching to ensure access to the curriculum</u>	<u>How we provide support and intervention for those with identified needs</u>
<ul style="list-style-type: none"> • On visits to nursery, we find out if a child has had any involvement with outside agencies or if the parents/carers have any concerns. • We observe children in class and at different times of the day such as at playtime or lunchtime. • Children will have a sight test in Reception. • Contact with parents/carers if we feel there is a problem and ask them to take their child for an eye test. • Refer child to sensory inclusion if appropriate. 	<ul style="list-style-type: none"> • Ensure children who need glasses are wearing them as and when they should be. • Ensure that children are sitting in an appropriate place in the classroom. • If suggested by outside agencies provide work in a suitable style, colour, print etc. 	<ul style="list-style-type: none"> • Gain advice from outside agencies. • Adapt the learning environment where necessary.

3. Physical Difficulties

<u>How we identify needs, assess and review progress</u>	<u>How we adapt teaching to ensure access to the curriculum</u>	<u>How we provide support and intervention for those with identified needs</u>
<ul style="list-style-type: none"> • On visits to nursery, we find out if a child has had any involvement with outside agencies or if the parents/carers have any concerns. • We observe children in class and at different times of the day such as at playtime or lunchtime. • We look at the progress the child is making against the EYFS development matters stages of development or the national curriculum. • Liaise with any outside agency already involved with the child. 	<ul style="list-style-type: none"> • Provide suitable equipment for the children on the advice of outside agencies. • Ensure that the learning environment is suitable for the child i.e. free from clutter. • Ensure that tables and chairs are the correct size for the child. • Provide the chance to take part in regular PE sessions with appropriately differentiated activities. • In EYFS and KS1 there is the opportunity for weekly Forest School sessions which encourage the development of a range of physical skills. • In KS2 there are opportunities built into the curriculum for Forest School sessions. • Activities such as Cool Kids in order to develop skills. 	<ul style="list-style-type: none"> • Referral to relevant outside agencies such as Occupational Therapy. • Staff trained in delivering the 'Cool Kids' programme. • Teaching assistant support as and when necessary.

Medical Conditions

St Leonard's recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Children in Hospital

When children are in hospital or have long periods at home due to medical needs, the school will liaise with other agencies and professionals, as well as parents/carers to ensure good communication and effective sharing of information.

How we involve parents and carers in the assessment and review process

- Parents and carers are notified if there are any concerns through a meeting with their child's class teacher and, in some cases, the SENDCO.
- We talk through the steps that we would like to take.
- If deemed necessary, we gain permission to refer a child to a relevant outside agency.
- Parents/carers are notified of academic progress.
- The opinions of parents/carers are taken into account.
- Parents/carers are involved with the development of any paperwork and the review process.
- Reports from outside agencies are shared and discussed with parents/carers.
- Resources and approaches that could be used at home are shared with parents/carers.
- When a child is in care, the carers are accorded the same rights and responsibilities as parents.

How we involve pupils with Special Educational Needs and Disabilities in the assessment and review process

- Children are involved with the review process of their IEP as well as other relevant paperwork.
- SMART targets are shared with the children and children know if/when they have achieved their targets.

How we assess and evaluate the effectiveness of our SEND provision and how we involve parents/carers and pupils in this process.

- The progress pupils are making provides evidence of the effectiveness of SEND provision.

- Targets for children are SMART (Specific, Measurable, Achievable, Relevant, Timely) parents/carers are involved in the setting of and reviewing of these targets.
- Learning walks by the Head Teacher, SEND Governor and SENDCO.
- Monitoring visits.
- Feedback from outside agencies.
- Interventions are monitored and the impact they are having is monitored.
- Pupils and parents are consulted on various aspects.
- Regular additional meetings with parents/carers of children on the SEND register.
- Lesson observations.
- Children are closely monitored and involved in order to ensure that they are happy.
- When a child is in care, the carers are accorded the same rights and responsibilities as parents.

How we ensure access for all of our pupils

Please see:

- Equality Policy
- Accessibility Plan
- SEND Policy

What support is available for pupils with Special Educational Needs and Disabilities

- Support from highly trained and supportive staff.
- Access to a broad and balanced curriculum which is tailored to suit individual needs.
- Pupils are referred to appropriate outside agencies as and when it is deemed necessary.
- Pupils are involved with writing their child friendly one-page profile and setting relevant targets.
- Pupils have access to relevant equipment and resources as and when necessary.
- Schools ensure that families are involved in the process and that they are supported appropriately including signposting them to relevant outside agencies.

What training have our teachers and other staff had to enable them to support pupils with Special Educational Needs and Disabilities effectively?

- SENDCO completed the NASENCO (National Accreditation of SENCOs)
- SENDCO attends termly network meetings and any other relevant courses which will help to keep school up to date with current practice.
- Autism awareness training.
- Specially trained SEND Support Teaching Assistants such as in Emotional Literacy Support (ELSA)
- 'Solihull Approach to Parenting' support programme.
- Intervention programme for development of organisational and motor skills; Cool kids.
- Makaton training.
- Intervention programme for basic skills development in numeracy.
- Intervention programme for catch-up phonics and basic skills development for reading and writing.
- Training and feedback from the LSAT.
- Medical training- epilepsy, diabetic, asthma.

- Training and feedback from the Educational Psychology Service Advice.
- Training and feedback from Woodlands Outreach support (Autism Spectrum Disorder & Behaviour).
- ELSA training and resources.
- No Worries training.
- ELKLAN training.
- E safety.
- Early help training.
- Advice from sensory inclusion services.
- Visits and supports from outside agencies such as SALT, OT, LSAT, EP, MAPA
- Teachers and teaching assistants work alongside outside agencies and carry out follow up work based on what they have been shown by the specific agency.

How we obtain the services, provision and equipment required by our pupils with Special Educational Needs and Disabilities

We refer children to the following services:

- LSAT
- Woodlands outreach service- Learning behaviour, learning, ASD, SEMH
- Educational psychologist
- Sensory inclusion
- Education welfare officer
- Speech and language therapy services
- Occupational therapist
- Bee-U (previously CAMHS)
- TMBSS (Tuition, Medical and Behaviour Support Service)
- School nursing team.

How we support the emotional and social development of our pupils with Special Educational Needs and Disabilities

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative. All classes teach

lessons based on the PSHE (Personal, Social, Health and Economic education) curriculum to support this development. However, for those children who find aspects of this difficult we offer things such as.

- 1:1 work with our specially trained Emotional Literacy Support Assistant (ELSA).
- Social stories.
- Lunchtime and playtime support through planned activities and groups.
- Liaise with the school nurse for support and advice for children and families.
- Supporting children in lessons as and when necessary.
- Have an inclusive and supportive atmosphere which values children and celebrates all kind of achievement.
- See the anti-bullying policy for more information.

If you have any questions, concerns, complaints or compliments about our provision for pupils with Special Educational Needs and Disabilities

Any parent or carer who is dissatisfied with any aspect of SEND provision should first seek to discuss this with the class teacher and /or the SENDco. Following this a meeting can be arranged to see the Headteacher or member of SLT. If concerns are not resolved, then the Governors should be contacted.

Frequently Asked Questions

My child is having extra help. What does this mean?

Extra help for children is categorised as either Wave 1, Wave 2 or Wave 3:

- Wave 1 relates to inclusive, quality first, whole class teaching.
- Wave 2 involves provision such as small group interventions to accelerate progress, give children's learning a 'boost' and enable children to work at age related expectations.

- Support at Wave 3 involves highly personalised provision to enhance the progress of individual pupils where Waves 1 and 2 on their own are not having the desired effect. This involves focused teaching activities which tackle fundamental errors, misconceptions and gaps in knowledge or understanding that are preventing progress.

What is an EHCP?

An Education Health Care Plan (EHCP) has replaced the Statement of Special Educational needs. This is for children with severe learning needs or medical needs (including mental health). Assessment criteria is available on the Shropshire Send Local offer website. Any child with learning needs will typically be approximately 2 years behind his or her peers. An EHCP is determined by a panel of experts and once determined specifies the desired outcomes of the plan and provision to help the child reach their targets.

What is the graduated support pathway (GSP)?

The graduated support pathway funding provides schools with the opportunity to explore different ways to best support your child. This top up funding is meant for short term interventions and support and will be reviewed at least yearly. This can sometimes come before an EHCP application or be used instead of an EHCP.

What is the graduated response?

Once it has been decided that your child has SEN, a four step process should begin consisting of assess, plan, do and review. This is known as the graduated response.

How is the support my child is receiving funded?

Funding for SEND in mainstream schools is mainly delegated to the schools' budget. It is the expectation that schools provide support to their pupils with SEND from their SEND budget. Where a pupil requires an exceptionally high level of support that incurs a greater expense, the school can make a request for top up funding such as through the 'Graduated Support Pathway' or by applying for an EHCP. The school will need to be able to demonstrate how it has spent the funding to date and the impact of this as well as demonstrating why further additional funding is required and how it would be used. This additional 'top-up' funding is then paid into the school's budget.

Will my child receive a personal budget?

Personal Budgets are only available to pupils with an Education, Health and social Care Plan (EHCP). Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions. Parents/Carers who would like to enquire further about using the personal budget should speak to the Shropshire SEND team.

What is Early help?

Occasionally either at parental or school request we may request an Early Help Assessment for your child. Early help is designed to meet the needs of young people from birth to 25 with social, emotional, mental and health needs and allows co-operation between support agencies including Social services, Medical professionals including Mental health workers, housing and Educational professionals (School). This may mean that a different agency than school takes the lead in supporting your family and school to achieve the best outcomes for your family and your child.

What support do we have for you as a parent/carer of a child with SEND?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used. The SENDCO/ Head is available to meet with you to discuss your child's progress or any concerns/worries you may have. The SENDCO is available to meet with you to discuss any concerns over specific support for your child. All information from outside professionals will be sent to you via a report. If you wish to discuss the report then an appointment can be made with the class teacher and /or the SENDco. Homework will be adjusted as needed in order to meet your child's individual needs. A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child. Additional support and advice is also available from Shropshire Information and Support Service (IASS).

How are the staff in school helped to work with children with SEND?

The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This has included whole school training on SEND issues such as Autism Spectrum Disorder and Attachment disorder, specific difficulties (Dyslexia) and Speech and language difficulties. Individual teachers and support staff attend training courses run by outside agencies that are relevant to more specific needs.

How will the teaching be adapted for my child with SEND?

Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met. Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary. Specific resources and strategies will be used to support your child individually and in groups. Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

How will the progress of your child be measured in school?

Your child's progress is continually monitored on the school tracking system. Their progress is reviewed formally against the National Curriculum every term. At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). Children on the Special Education Needs and Disabilities Register will have an IEP will be reviewed with your involvement every term and the plan for the next term made. The progress of children with an EHCP Plan is reviewed at an Annual Review with all adults involved with the child's education. The Head/SENDCO will also check that your child is making good progress within any individual work and in any group that they take part in through learning walks, book trawls and observations etc.

How is information stored?

Pupil SEND records will be kept in accordance to the DfE guidance contained in "Statutory Policies for schools" (February 2014) https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284301/statutory_schools_policies.pdf
GDPR guidance will be followed.

ASC/ASD	Autistic Spectrum Condition/Disorder
ADD/ADHD	Attention Deficit/ and Hyperactivity Disorder

BESD	Behavioural, Emotional and Social Difficulties
CAMHS	Child and Adolescent Mental Health Service (Now called Bee-U)
CPD	Continuous Professional Development
EP	Educational Psychologist
EHC	Education, Health and Care (assessment / plan)
EWO	Education Welfare Officer
EHAF	Early Help Assessment Framework
GLD	General Learning Difficulties
HI	Hearing Impairment
HLTA	Higher Level Teaching Assistant
HV	Health Visitor
IBP	Individual Behaviour Plan
IDP	Inclusion Development Programme (SEN training materials)
IEP	Individual Education Plan
LA	Local Authority
LSA	Learning Support Assistant
MLD	Moderate Learning Difficulties
MSI	Multi-Sensory Impairment
NC	National Curriculum
OT	Occupational Therapy
PD	Physical Disability
PMLD	Profound and Multiple Learning Difficulties
PYPPS	Parent and Young People Partnership Service
SCIP	Social Care in Partnership worker
SEND	Special Educational Needs and Disabilities
SENAS	Special Educational Needs Advisory Service

SENDCO	Special Educational Needs and Disabilities Co-ordinator
SLCN	Speech, Language and Communication Needs
SLT/SALT	Speech and Language Therapist
SpLD	Specific Learning Difficulties (e.g. Dyslexia, Dyscalculia)
SLD	Severe Learning Difficulties
TA	Teaching Assistant
VI	Visual Impairment
YOS	Youth Offending Service
SEMH	Social, Emotional, Mental health.

Graduated Support Pathway. Potential funding available for those children who are between SEND support and EHCP level.

Key Stages - there are five key stages of education:

- Early Years Foundation Stage: birth - five years old (end of the Reception year)
- Key Stage 1: years 1-2 / ages 5-7
- Key Stage 2: years 3-6 / ages 7-11
- Key Stage 3: years 7-9 / ages 11-14
- Key Stage 4: years 10-11 / ages 14-16

Multi-disciplinary assessment - Involving professionals from a range of disciplines (education, social care and health).

Pupil referral unit - Provides education for excluded pupils or others who may be out of school for a variety of reasons.

Special school – A school which is specially organised to make special educational provision for pupils with special educational needs and statements whose needs cannot be met in a mainstream school.

Special Educational Needs and Disability Tribunal (SEND) - An independent body within the Tribunal Service that hears appeals by parents against LA decisions on assessments and EHCPs.