



# St Leonard's Church of England Primary School

## Special Educational Needs Local Offer

<b>Date written:</b>	September 2024
<b>Written by:</b>	Amanda Cronshaw
<b>Headteacher:</b>	Dawn Lindley
<b>LCC School No.</b>	11050





## Accessibility and Inclusion

St. Leonard's Church of England Primary school was built in 1873 and is on several levels therefore wheelchair access is somewhat limited.

To ensure access for pupils and parents with disabilities the school has ensured that main doorways and entrances are on a single level and are wide enough to accommodate a wheelchair. There is a car park in front of school with a designated disabled car parking space, in addition arrangements can be made for the cars to park at church in order to facilitate easy access to the school building. In 2018 the school was expanded and now has disabled toilet facilities.

Information is available on the school website, weekly newsletters, twitter, school communication systems including emails and text messages as well as the induction pack when children begin. School policies and procedures are posted on the school website or are available to view at the school office. The school will endeavour to provide support to families who require an alternative form of communication or information in another language.

Furniture is modern, appropriate and suitable in terms of height for all ages of children. St. Leonard's promotes an inclusive environment endeavouring to make reasonable adjustments, where necessary, to meet a child's individual needs. This includes providing specific learning aids in class where required.

Additional rooms are available for small group work and one to one programmes. The school provides ICT support for children with SEND. The school has smart boards installed in every classroom. Head phones, iPads and Chromebooks are widely available for use in and around school.





## Teaching and Learning

Early identification is vital and outside agencies can help advise on the provision of intervention strategies. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices. The SENCO works closely with parents and teachers to plan appropriate programmes of intervention and support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school.

The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators. This includes the use of the widely acclaimed assessment tool PIVATS (Performance Indicators for Valued Assessment and Targeted Learning) as part of our commitment to ensuring all young people receive an education of the highest quality, appropriate to their needs.

Outside agencies such as Specialist Speech Therapists, Specialist Teachers or Educational Psychologists, are accessed as and when required to assess and advise further support. Teaching assistants are employed in the school to assist and support children with special needs in classrooms, withdrawal situations and at playtimes.

Where children need specialist equipment, resources and training are provided by appropriate outside agencies. Staff are well trained in the curriculum and can adapt it to the needs of SEND pupils. Additional training is arranged for individuals to enable them to support speech and language, autism, medical needs as well as children with HI or VI. Mrs Cronshaw is the SENCO and holds the National SENCO Award.

When sitting examinations, children with SEN can be supported 1 to 1, have timed breaks, be granted additional time, sit exams in a quiet setting in a small group to aid concentration.

The SEND provision map is updated each term and records the type of intervention a pupil is receiving, the duration, pupil's progress throughout the school and records how much progress individuals make following interventions. Progress is monitored closely for all pupils including SEND children, looked after children and children who receive pupil premium funding.





### Reviewing and Evaluating Outcomes

The school operates an Open Door policy with regards to any concerns a parent may have. The graduated response is at the heart of our school assessment process. It fits within our system for assessment of progress throughout the school. The SENCO is part of the senior leadership team. SEND children have a high profile during reviews of progress and attainment that take place every half term (pupil progress meetings). At the meeting, a team around the child are able to identify stilted progress and set out a route forward. Quality first teaching is the first line of our schools graduated response. Differentiation and support is planned and delivered within the classroom. The next stage within the graduated response is the early response. At this stage the SENCO would advise intervention and classroom tweaks. Children enter and exit the process at any stage. At school based support the child is placed on the SEND register and given personal learning targets to ensure that they reach their personal objectives. The SENCO will monitor the provision and ensure that it is impacting on the child's learning back in the classroom. Targets are reviewed at least three times a year. Following a series of four rounds of 'assess, plan, do, review,' a request may be made for an Education Health Care Plan. Where children have 'Education Health Care Plans,' parents contribute and take part in Annual Reviews and receive copies of all relevant paperwork concerning their child. Pupils are also asked to make a contribution to the review. Once a child receives an Education health care plan, the teacher, SENDO and parents will review this annually following the set guidance from Lancashire County Council. The SENCO also holds termly drop in sessions to meet with parents.

### Keeping Children Safe

For any school trip, a risk assessment from LCC on the Evolve system is undertaken and submitted to the school co-ordinator.

The Head Teacher and governors carry out additional Risk Assessments where necessary. The school safeguarding policies followed by all staff and is updated annually. Children with a specific disability have an individual mobility plan and a key worker, who provides support where appropriate, such as emergency evacuation procedures.

Children are greeted by the Head and Deputy Head teachers as well as additional staff each morning at the front of school and then are welcomed in school by their class teacher. All children are well supervised throughout the school day and have access to a learning mentor if required during playtimes.

Key policies are available to all parents on our school website.





### **Health (including Emotional Health and Wellbeing)**

In line with the school policy, all medicine is recorded in a medicine file along with details of dosage and frequency and parents sign to grant authorisation to the school to administer to their child.

Medicine is stored in named bags with clear instructions and log sheets of when it has been administered. Care plans are created by the school nurse, in consultation with parents and school staff. They are passed on to the relevant Class Teacher and the master copy is kept in the appropriate file.

All support and teaching staff are kept regularly up to date with First Aid and safeguarding training to ensure staff are familiar with what action to take in the event of an emergency. In addition, Diabetes, defibrillator and Epipen training has been provided by the School Nurse or other NHS professional to ensure the relevant staff are conversant with the appropriate action or medical procedure required. The head teacher meets each term to discuss any concerns or issues with the school nurse.

The school has a Pastoral Lead to work with children with behavioural, social or emotional needs. All staff have received training on Adverse Childhood Experiences (ACEs) as well as mental health and wellbeing. The school also invites external professionals into school where it feels appropriate.

### **Communication with Parents**

The school website and prospectus contains details of all staff currently employed by the school. The School operates an Open Door policy and has two parents' evenings a year to provide opportunities for parents to discuss the progress of their child. Parents are welcome to speak to the class teachers or the SENCO at any time during the school year. They are encouraged to make arrangements to meet at a mutually convenient time through the school office. A parent questionnaire is also provided for parents to record their views and suggestions. School also provides further opportunities to engage with parents for example; induction evening and individual meetings, meet the teacher meetings, parents workshops etc.





### What help and support is available for the family?

The school supports parents through providing reports for GPs and other professionals and external agencies such as Home start, ADHD North West, Child Action North West and so on. We provide helpful information and guidance and signpost parents to parent partnership workers. The Pastoral Lead provides support to families of children who are experiencing barriers to learning. School also supports families to ensure that children are safe online. School plays an active part in the request for Early Help process for families who need support from a range of agencies supporting parents during the process.

### Transition to Secondary School

St. Leonard's CE Primary school has very positive relationships with the local secondary schools. Each Year pupils visit their forthcoming Secondary School for taster sessions in addition, teachers and members from the pastoral teams from both schools meet to ensure that the transition is smooth. Additional visits are made for children with SEND when appropriate.

For children joining school, early years teachers liaise with the local nurseries to meet the staff and children to ensure a successful transition into Primary School. We meet with the parents and hold 'Stay and Play' sessions in the summer term.

### Extra Curricular Activities

St. Leonard's works with Community Futures to operate a daily Breakfast Club and After School club available to all pupils, situated in the community centre. There are opportunities for all children to participate in a range of extra-curricular activities. We have a range of programmes in school to ensure that all children feel included and well supported by both peers and staff.

Year 6 children have undertaken some Play Leader training and support children during lunchtimes, encouraging team games and playtime activities.

There are opportunities for children to participate in a number of sports events over the year including local inter-school competitions.

### Feedback

If you would like to contact the school about any information included within this document or would like to discuss a matter in regard to Special Educational Needs and Disability, please do not hesitate to get in contact with us. You may contact us via telephone on 01254 247156 or through the following email address:

[senco@langho-st-leonards.lancs.sch.uk](mailto:senco@langho-st-leonards.lancs.sch.uk)

Relevant members of staff, including the SENCO will respond to any queries as soon as possible.

