



St Leonard's Church of England Primary School

Special Educational Needs Report

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The kinds of SEND we provided for.

- St Leonard's Church of England Primary School is a mainstream setting and can accommodate children between the ages of 3 and 11.
- 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.
- The school has disabled toilet facilities.
- The SEND policy and our contribution to the local offer can be found on the website.
- The SENCO, supported by the SLT oversees the support and progress of any child requiring additional help across school.
- Class teachers will oversee, plan and work with each child with special educational needs or disabilities in their class to ensure that progress in every area is made.
- Some children may be provided with Individual Provision Maps which contain specific targets so that it progress can be carefully tracked.
- Teaching Assistants may work with individual children or with groups of children.





How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?

St Leonards uses the Graduated Approach to identifying and meeting the needs of children with additional needs. Children can be identified as having special educational needs through a number of routes:

- A child may be performing significantly below age expected levels or not making progress.
- Concerns may be raised by parents/guardians, class teachers or teaching assistants.
- Concerns may be raised at Pupil Progress meetings between class teachers and members of the leadership team when progress data is discussed.
- Concerns have already been raised at previous school or setting.
- In all cases, the concerns should be discussed with parents before being passed to the SENCO.
- Extra support is put in place to provide small group or 1:1 support, progress is monitored in class and planning is adjusted and differentiated accordingly. If the child continues to make less than expected progress then an Individual Provision Map will be put in place in consultation with parents and the SENCO.
- Outside agencies may need to be consulted with parental consent
- For further information please refer to the School's SEND Policy on the website.

What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?

- Children's views are highly valued at the school and their opinions are sought on many areas of school life, as well as their own learning. Children are encouraged to share thoughts and feelings
- We aim to give children the opportunity to share their views about the ways in which they like to be supported and improvements that could be of benefit to them.
- School Council includes representatives from each class and children are encouraged to share their views
- Personal targets are shared with the children
- Children are invited to contribute to their Annual Review.
- Children who are on SEN Support and/or have an EHCP are invited to share their views on their One Page Profile.





What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in – their child's/young people's education?

- Parents are welcomed into our school and their views are valued.
- There is an induction evening after places have been allocated for reception, for parents to see the school and the classroom and meet the class team
- At St Leonard's parents of all children are regarded as active partners.
- Parents of children with SEND will be fully consulted and have the opportunity to be involved in all aspects of their children's education.
- Parents are always welcome through our open-door policy and will have the opportunity to attend review meetings 3 times each year.
- At these meetings the class teacher, SENCO and any other professionals will discuss outcomes, review progress and discuss the activities and support that will help achieve their targets.

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

- If a child is identified as having additional needs, we will provide support that is 'additional to' or 'different from' the differentiated approaches which are provided as part of quality first teaching.
- As part of the Code of Practice, we will engage in the four stage graduated approach process: Assess, Plan, Do, Review.
- Work and activities are adjusted to support need and ability appropriate resources are provided to support learning.
- Individual Provision Maps set targets so the provision is individual to each child and to ensure that small steps of progress are achieved.
- Where children require an EHC plan, school will make provision in accordance with the plan's recommendations.
- Where necessary, school will independently seek out advice and recommendations from professionals such as specialist teachers or Educational Psychologists in order to adopt specific strategies for individual children.
- Risk assessments are carried out to ensure access and safety in the classroom.
- Additional support at break and lunch times, determined on an individual basis, according to need.
- All staff in the school contribute to supporting the children who have additional needs and disabilities.





How accessible is the school environment?

- 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 has disabled toilet facilities.
- If required, specialist teachers and other support services such as Speech and Language Therapy or Occupational Health recommend resources to support some of our children.
- 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. Sr 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 and Chromebooks are widely available for use in and around school





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

How is the decision made about the type and quantity of support my child/young person receives?

School will liaise with the Lancashire SEND team to discuss any additional equipment required to support a child with SEND

Advice is sought from other professionals about the type of support is required. If the child has an EHCP then the quantity of support will be stated in the relevant documents.

Lancashire County Council make the decision with consultation with parents/carers, education and health professionals.

Access arrangements for National Curriculum tests are in line with DfE guidelines which are issued each year.

How will both you and I know how my child/young person is doing and how will you help me to support their learning?

- Assessment for all children is a continual process and is both formative and summative throughout the year.
- Children's progress in maths and English is formally assessed by teachers every term. All this information is monitored and evaluated to ensure that provision for all children is matched to their needs. This is alongside the monitoring undertaken by the SENCO on matching provision to what is happening in the classroom for each child on the SEND register.
- Parents are invited to parent consultation evenings twice a year and receive a written report once a year.
- IPM targets are reviewed and new ones set with pupil and parental involvement, children also contribute to their Annual review.
- Data Analysis by the SENCO taken from teacher assessments and school-based interventions





What training have the staff supporting children/young people with SEND had or may they have?

What specialist services or expertise are available at or accessed by the school?

- The SENCO attends termly inclusion hub meetings, local SEN cluster meetings and training to keep abreast of changes and best practice.
- The SENCO has achieved the NASENCO Award.
- The SENCO trains other staff and governors in meetings when necessary.
- Outside agencies are invited to train staff on a needs basis.
- If additional support is required on a specific area of need, the SENCO will contact the specialist teachers or Educational Psychologists as appropriate.
- The professionals also liaise with staff on their findings.





How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

- Pupils with special educational needs will be admitted to our school in line with the school's admissions policy. We aim to 'get to know' the children before actually joining the school so that all staff have a good understanding of the child's needs.
- We aim to make all children feel welcome and secure in the new environment.
- Each year, towards the end of the summer term children have the opportunity to spend time in their next classroom, familiarising themselves with the new surroundings and adults working there while joining in with different activities. New staff are aware of the child's personal profile
- For new children starting in Reception, nursery visits are organised and the children attend a number of stay and play sessions in Summer Term 2 before starting in September.
- Additional meetings will be arranged with the nursery and parents for children who have specific needs.
- New starters in any year group will be invited to school to attend a full day or half day taster sessions.
- Transition sessions between year groups will be held with the new class teacher.
- Children with SEND will have additional visit days to secondary schools with support staff as required alongside the school's standard induction day(s) programme.
- Transition meetings are held between schools and visits made to the school by Secondary School Staff.
- Additional meetings can also be arranged with pupils, parents, SENCO and staff
- When a child moves on from our school we aim to share information with the receiving setting in good time, compiling a profile, which outlines key facts about the child and how he/she likes to be supported. We aim to prepare the child for the move providing opportunities for visits with a member of staff to the new school and staff from the new school are always welcome to our school to meet the child.
- We aim to organise meetings with new staff and provide photographs and/or maps with important areas highlighted.
- Pupils are encouraged to talk about the move, the things they are looking forward to as well as anxieties and worries





How will my child/young person be included in activities outside the classroom, including school trips?

- Children with Special Educational Needs and Disabilities are welcomed and actively encouraged to go on all trips (including residential) and to attend all clubs.
- All clubs and activities are inclusive.
- Where appropriate, parents will be consulted from the planning stage and all reasonable adaptations and adjustments made to ensure that children with SEND can safely access and enjoy the social and skills development that such activities bring.
- All activities are covered by a risk assessment. Additional risk assessments may be carried out for specific children with advice from appropriate agencies depending on their needs.
- Risk assessments for school trips are monitored by the Governing Body and Lancashire County Council.

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

- St Leonard's is a Church school which places a child's emotional and spiritual development as a priority.
- In the first instance, the class teacher has overall responsibility for the pastoral, emotional and social wellbeing of pupils in their class.
- The school has a Pastoral Lead to support the social, emotional, mental and behavioural difficulties within the school.
- Our behaviour policy, medicine information and intimate care policy can be viewed on our school's website





How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?

All Education and Health Care Plans are reviewed at least once a year with the pupil, parents, teachers, teaching assistants and other professionals involved.

Provision and targets will be reviewed on a termly basis.

Data is analysed on a termly basis and presented to Governors.

Interventions are evaluated through data analysis.

Action plans are created on a yearly basis and evaluated each term.





How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?

St Leonard's works with any external agencies that we feel are relevant to supporting individual children's needs within our school including:

- Educational Psychologists
- Specialist Teachers
- Child and Adolescent Mental Health Services (CAMHS)
- Family Support Network
- Early Intervention Team
- Barnardo's
- Child Action North West
- Jigsaw
- Medical professionals
- Early Help Assessment Team (previously CAF)
- Children's Social Care

What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?

The complaint procedure for special educational needs mirrors the school's other complaints procedures. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily parents have recourse to the following:

- discuss the problem with the SENCO
- discuss the problem with the Headteacher
- Follow the school's complaints procedure.





Where can I find the contact details of support services for the parents of children/young people with SEND?

This link will take to you to Lancashire County Council's SEND page where support is given for parents and carers

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

Where can I find information on where the local authority's local offer is published?

Our Local Offer - <https://www.langho-st-leonards.lancs.sch.uk/learning/sen>

Lancashire County Councils Local Offer - <http://www.lancashire.gov.uk/send>

