



St. Leonard's C.E Primary School

# SEND INFORMATION REPORT

## SEPTEMBER 2020

St. Leonard's is a fully inclusive primary school that effectively meets the needs of all children with varying special educational needs and disabilities. The range of needs include difficulties with Communication and Interaction, Cognition and Learning, Social, Emotional and Mental health and Physical and Sensory needs.

### Legislation and Guidance

This information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, (<http://www.legislation.gov.uk/ukpga/2014/6/section/69> ) which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, <http://www.legislation.gov.uk/uksi/2014/1530/contents/made> which sets out schools' responsibilities for education, health and care (EHC) plans, SEND Co-ordinators (SENDCos) and the SEND information report.
- Equality Act 2010 <http://legislation.gov.uk/ukpga/2010/15/schedule/10> which sets out schools responsibility to increase the extent disabled pupils can participate in the school curriculum.

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### **How does St. Leonard's school know if pupils need extra support?**

All pupils at St. Leonards are monitored and assessed continuously. Their progress is tracked termly and extra teaching support is put in place by the teacher if pupils are identified as having difficulty retaining and applying new skills.

### **What additional support is available?**

We offer a wide range of intervention programs to support children with a varying range of needs.

#### Speech, Language and Communication Support

We offer a variety of programmes to help pupils with language and communication needs. We use Talk Boost and Spirals programs for Early Years pupils who have language and confidence barriers

Teaching Assistants work closely with Speech and Language therapists and Communication and Interaction specialist teachers. They are trained to carry out personalised programmes of support for individual pupils with Speech and Language delay, and communication processing difficulties

#### Reading, Writing and Phonological Awareness

We offer a variety of programmes to help pupils with difficulties in Literacy aimed at their specific needs. Programmes could be one to one or small group sessions, depending on needs of the children.

#### Mathematics

We offer interventions for pupils with difficulties in mathematics. Personalised programmes and maths surgeries are provided across the school for consolidating skills.

## Social Emotional and Mental Health

We offer a wide range of programmes to support pupils with difficulties with SEMH. We now have a nurture room within the school to support vulnerable learners.

All classes use the Zones of Regulation model to help pupils recognise, understand and regulate their emotions and feelings.

All classes have worry boxes and opportunities to speak on a one to one basis with a trusted adult when necessary. All our support staff have received Mental training from the Place2Be Mental Health charity and are skilled in understanding and supporting children's emotional needs.

We also can offer grief counselling and individual counselling through Fegans as well as lunchtime pastoral support clubs for pupils.

Children with high level trauma and attachment needs can be referred to external specialist support to ensure their needs are met.

Our Mental Health Manager is on site once a fortnight to support staff, families and children as needed.

## Sensory and Physical

Teaching assistants are trained by Physiotherapists to carry out individual exercise programs to support children with mobility difficulties, as well providing personal plans for identified children to ensure their sensory needs are met. They also work with Occupational therapists on coordination and sensory programs of support.

Pupils with S and P needs are provided with a bespoke daily plan to ensure their sensory needs are met.

### **What should I do if I think my child has SEND?**

It is always possible to make an appointment with your child's class teacher if you have any concerns with their learning. At this stage you can discuss the support your child is having and if any extra work is needed at home. It is also possible to talk to Mrs Philpott and Mrs Keyser the Special Educational Needs and Disabilities Leaders to discuss other related issues you may have regarding your child's learning. You can find further information in our school's SEND Policy on the school website or available by request from the school office.

### **How will I know that the school is supporting my child appropriately?**

All teachers follow differentiated teaching plans matched and tailored to the ability needs of their pupils. They are regularly assessed to monitor progress and to ensure they are receiving work appropriate to their needs. Pupils with SEND will receive additional support in order to overcome barriers in their learning. Reading and spelling ages are tracked three

times a year for all SEND KS1 and KS2 pupils and retested at the end of the year to monitor progress.

The Special Educational Needs and Disability Coordinators evaluate pupil progress and the effectiveness of provision throughout the year. SEND data is analysed and reported to the Head Teacher and Governors.

### **How will I know how my child is doing, whether they are happy in school and how I can help support my child's learning at home?**

There are formal parent teacher consultations three times a year for pupils receiving SEND support. Each child has a Pupil Profile that sets out their strengths, needs and attainment. This will be discussed with teachers, parent and pupils. Pupils will also have an opportunity to share how they feel about their learning and achievements. Outcomes will be agreed and clear expectations of support for home and school will be established.

### **What support will my child receive with regard to transition arrangement starting and leaving St. Leonard's Primary School?**

Pupils starting St. Leonard's Primary school will have opportunities to visit and familiarise themselves with the school environment. Where possible staff will meet the children in their education or home setting. We often arrange pre visits for children to spend time in their new class, meeting new children and their class teacher. On occasions, books are made full of photos of the school and staff to help reduce anxiety and make transition smoother for some children. Staff and parents also have the opportunity to discuss any concerns and issues regarding individual needs. After school appointments can be made via the school office or the class teacher. Pupils leaving school will have opportunities to visit their new placement and again extra visits can be arranged for more vulnerable pupils. Staff arrange meetings with new teachers to ensure all information is passed on regarding the needs of the pupils.

### **What specialist services is the school able to access?**

The Special Needs and Disabilities Coordinators regularly make referrals to health care professionals including Education Psychologists, Speech and Language Therapists, Communication and Interaction specialist teachers, SENSS and Complex Need, Occupational therapist, Physiotherapy, Behaviour support, Inclusion Team and Hearing and Visual Support. CAMHS (Children's Mental Health Service) and CAHBS (Children's Harmful Behaviour Service). Recommendations from these services are in place ,to ensure that all pupils with or without disabilities access the same curriculum. We also have access to the Mental Health support team who will pick up individual cases, or lead small group sessions.

We also have links with the Community Children's Nursing Team to ensure health and care plans are also in place.

Multi agencies and professionals meeting are regularly arranged to establish clear plans of support and achievable outcomes.

Parents can also contact the Local Authority to find out about other services and support that is available via the Local Offer link that can be found below.

[www.oxfordshire.gov.uk/localoffersend](http://www.oxfordshire.gov.uk/localoffersend)

### **What training have staff supporting pupils with Special Educational Needs and Disabilities (SEND) had?**

At St. Leonard's CE Primary School we have very experienced staff with a broad range of expertise.

We have two Higher Level Teaching Assistants that lead specialised intervention programmes and support the SENDCos with training and improving class practice and intervention support.

During the COVID-19 Lockdown, teaching support staff were tasked with completing their own CPD training while remaining at home.

These courses included:

Understanding children's mental health, attachment and trauma, anxiety and depression.

Bereavement counselling for children.

Good practice in Autism Education.

Understanding ADHD and Asperger's.

Dealing with Challenging behaviour.

Understanding and supporting pupils with Dyslexia.

An introduction into speech, language and communication needs.

St Leonard's also have a specially trained counsellor that is available to offer support and pastoral care to pupils with social, emotional and mental health issues. There is also a specialised bereavement counsellor available to support pupils that have had emotional trauma in their lives; needing help coming to terms with situations and supporting them moving forward.

### **How accessible is the school environment?**

St. Leonard's CE Primary School is fully accessible for wheelchairs users and suitable toilet facilities are available. Steps have also been made to ensure disabled pupils, staff and parents have access to all areas of the school and are not disadvantaged in any way. Internal doors have low level press pads for wheelchair users. Key codes for automatic external doors are set up and user-friendly for pupils with visual impairments. The school has a medical room fitted with a ceiling track hoist for wheelchair users to access the toilet

and changing table. A stair lift is available for access to the library and further working areas of the school. For pupils, staff and parents with visual impairment newsletters and other written documents are available in larger font. As needed we hold consultation meetings with parents, pupils, governors and staff to discuss any further adaptations that may be required for the school.

### **What parents should do in the event of a complaint regarding the Special Educational Needs Provision of their child?**

If a Parent or Carer is concerned about provision for their child, initial contact should be made with the class teacher. A meeting will be arranged, which may include the Head teacher and /or SENDCos, to discuss the concern. In the event of a formal complaint please follow the Oxfordshire Local Authority complaints procedure.

### **Who can parents contact for further information?**

Head teacher Neil Blackwell available via the school office 01295 262507

Special Educational Needs and Disabilities Coordinators:

#### **Sally Philpott**

Tuesdays, Wednesdays and Thursdays

01295 262507 [sphi3990@st-leonards.oxon.sch.uk](mailto:sphi3990@st-leonards.oxon.sch.uk)

#### **Fiona Keyser (EYFS)**

Mondays, Tuesdays and Fridays

01295 262507 [fkey5978@st-leonards.oxon.sch.uk](mailto:fkey5978@st-leonards.oxon.sch.uk)

Local Educational Authority SEND Office

Samuelson House, Tramway Road, Banbury Tel 01865 810619