

Our Local Offer for Special Educational Needs and/or Disability



Headteacher: Catherine Phillips

School address: St Leonard's CE
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Our Local Offer for Special Educational Needs and/or Disability

How we identify and assess needs

How will you know if my child or young person needs extra help?

Prior to starting St Leonard's CE First School, transition visits take place in school and where appropriate with Early Years Providers. This helps identify children coming into school with a need already recognised. Where children transfer to St Leonard's CE First School at other points in their schooling, we will communicate with their previous settings similarly.

Teachers and support staff identify SEND where children are having difficulty accessing the curriculum and/or relating to staff or their peers. These children are referred to the school's SENCo and strategies to support pupils are discussed. Parents are also consulted at this point and agreed steps to support will be put in place; either forming an Individual Learning Plan (ILP) or Pupil Passport according to need. These plans aim to accelerate progress and address barriers to learning and are reviewed by parents, teachers and the pupil on an agreed date.

Early identification is a priority at St Leonard's CE First School. However, we recognise that some needs do not become apparent until later in a child's schooling. Therefore, all teaching staff are trained and supported to identify need.

What should I do if I think my child or young person needs extra help?

Any concerns about your child should be raised with your child's class teacher in the first instance. You can arrange to meet with them either before or after school by speaking/emailing them directly, or by contacting the school office on 01785 712488 to arrange an appointment. Following this, the class teacher may suggest that you meet with the school Special Educational Needs Co-Ordinator (SENCo), who will be able to advise on possible next steps and further support services available to you and your child. You are able to contact the SENCo to arrange a meeting by either telephoning the school office on 01785 712488 or by emailing the office at office@st-leonards-dunston.staffs.sch.uk

Where can I find the setting/school's SEND policy and other related documents?

SEND specific information can be found here: <https://www.st-leonards-dunston.staffs.sch.uk/special-educational-needs/>

School policies are available to view online, or paper copies can be requested from the school office: <https://www.st-leonards-dunston.staffs.sch.uk/policies/>

Teaching, Learning and Support

How will you teach and support my child or young person with SEND?

All teachers differentiate their planning ensuring children's needs are catered for including children with SEND. Support for specific interventions will be planned and timetabled by teachers. Communication between teachers planning interventions and support staff delivering them is an essential part of their effectiveness.

Parents and carers will be invited to discuss planning support at termly ILP and/or Pupil Passport meetings. Children will also be involved at this stage.

School staff are trained to deliver specific interventions and support programmes dependent on need. Children may also be provided with specialist support from external agencies, specialised equipment and/or resources as well as additional support from the teacher and teaching assistant.

How will the curriculum and learning environment be matched to my child or young person's needs?

All teachers differentiate lessons to meet the needs of learners. Our learning environments are calm and welcoming enabling all children to access them. The classroom learning environments are adapted to meet the needs of children with SEND, for example some children with SEND may need to sit near the front or have a personalised work station.

We promote independence for all pupils beginning in our EYFS. Throughout the school, independence in learning is promoted. Learning aids such as coloured overlays or paper, wobble cushions, and individual prompts are amongst the strategies used.

Teachers and teaching assistants offer additional support to SEND pupils during lessons and through specific interventions. These are managed day to day by class teachers and team leaders and are overseen by the SENCo.

During examinations and assessments, Standards and Testing Agency documentation and guidance underpins the support given to SEND pupils. This may be through the use of additional time or a reader and is always based on what is normal classroom practice for pupils.

How resources are allocated to meet children or young people's needs?

Allocation of resources is dependent upon the need within school. We use our budget to help raise attainment and achievement of pupils with SEND through:

- Ensuring quality first teaching
- Teaching assistants support learning and interventions
- Running personalised interventions programmes
- Ensuring teachers and TAs are trained in the intervention programmes they are delivering
- Ensuring that pupils have equal access to the curriculum

Teaching, Learning and Support

Where a pupil requires funding additional to that provided by the school's SEND budget, INF funding may be applied for to enable provision for a fixed period of time. For children under the EYFS SEND Forum, funding can be applied for via this channel. Where the need for additional funding is longer term, and Education Health and Care Plan (EHCP) will be applied for by the SENCo. More information about this process can be found by visiting:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/site.page?id=aYb6AfVT1s>

How is the decision made about what type and how much support my child or young person will receive?

The type of support that your child will receive depends upon their needs. For children receiving SEND support in school then the level of support will be determined by the focus of the ILP and/or Pupil Passport. Support will be allocated by class teachers to enable SEND children to make progress in all areas of the curriculum, and specifically in relation to their ILP and/or Pupil Passport. For children with an EHC Plan the support will be determined by the contents of the plan and this will be reviewed annually. Parents and carers will be invited to review their child's ILP and/or Pupil Passport at least termly; at these reviews support will be discussed.

How will equipment and facilities to support children and young people with SEND be secured?

Specialist equipment such as wobble cushions, coloured overlays and fidget toys will be secured through the SEND budget. Class teachers speak to the SENCo to discuss the resources required to support pupils; these are then purchased if they are not already available in school.

How will you and I know how my child or young person is doing?

Progress is assessed termly through standardised testing in reading and maths, and through teacher assessment in writing. Standardised scores are used to track progress. In addition to this, ILPs and/or Pupil Passports are reviewed at least termly by class teachers. Parents and carers will be invited to review ILPs and/or Pupil Passports termly; at which point they will be given an update on their child's progress. They will also receive communication on progress termly through either a written report or parents' evening.

Where appropriate home/school books may be used to communicate with parents. This is often used where there are behaviour needs or if a child works with a specific member of staff as part of their EHCP.

Parents and carers are encouraged to maintain regular communication with their child's class teacher or request additional meetings to discuss their child's progress. Class teachers will also contact parents if they feel there is a need for increased communication or an early review of progress.

Teaching, Learning and Support

When specialist services produce reports for pupils with SEND pupils, we will always invite parents and carers into school to discuss the findings and recommendations of the reports.

How will you help me to support their learning?

Your child's class teacher will discuss strategies for supporting your child at home when they meet with you to discuss their ILP and/or Pupil Passport. We offer parent training on phonics. We also invite parents to meet with other professionals such as the Autism Inclusion Team or Speech and Language Therapists where appropriate.

How do we consult with and involve children and young people with SEND in planning and reviewing their education?

We involve children in reviewing their education each term when their ILP and/or Pupil Passport is reviewed. If a child has an EHC Plan they will be part of the annual review process. Age appropriate strategies will be used to make this an accessible process for all SEND pupils.

How do you assess and evaluate the effectiveness of provision for children and young people with SEND?

The Headteacher and SENCo review the progress SEND pupils are making in reading, writing and maths termly. Class teachers are also asked to speak with the SENCo if children are failing to making progress against their ILP targets. Parents are invited to feedback at review meetings, and also through the annual parent survey.

Safety and wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

Members of staff are on duty at the front school gates to welcome and dismiss children. They will be made aware of any specific drop-off or collection arrangements. Where a child works with a specific member of staff as part of an EHC plan they may have individual handover arrangements. Break and lunchtimes are supervised by staff who are made aware of children's specific needs. When children leave site for school trips, adult to child ratios reflect the needs of SEND pupils; these are recorded specifically in trip risk assessments which are uploaded and approved via the Staffordshire Evolve website.

What pastoral support is available to support my child or young person's overall social and emotional development and well-being?

As a church school, our vision and values are at the heart of our school and it offers a wide variety of pastoral support for pupils.

These include:

- Pupil and Parent voice mechanisms are in place. Pupils' views are sought through The School Council, Worship Team and Leaf Teams.
- A wide range of activities are used to enrich the curriculum, visitors to school, educational trips, links with the community, residential trips in KS2 and extracurricular activities all provide further opportunities for pupil development.
- Events are timetabled throughout the year to provide opportunities for children from different classes to work together, e.g. Sports' Day and church festivals.
- Our school based chaplain is available to all pupils and provides a supportive, listening ear.

We also work with the Mental Health Support Team and have an Education Mental Health Practitioner assigned to our school. The practitioner is able to support children with a mental need as part of our approach to early intervention.

How will you manage my child or young person's medicine or personal care needs?

All children who have a medical need will have a care plan, which will have been written by parents and any relevant healthcare professionals where applicable. These plans are shared with the relevant staff, as are any updates. Staff that are required to administer medicines are trained by the necessary professionals and administration is witnessed and counter signed. Risk assessments will also be in place for some, more serious medical conditions such as epilepsy. At all times we adhere to the government guidelines - Supporting pupils with medical conditions in school (DfE, 2014).

Further information can be found in our policy: Supporting Pupils with Medical Conditions <https://www.st-leonards-dunston.staffs.sch.uk/policies/>

What support is there for behaviour, avoiding exclusions and increasing attendance?

Our behaviour policy is implemented consistently and fairly across the school. A copy can be found on our website: <https://www.st-leonards-dunston.staffs.sch.uk/policies/>

Children at risk of exclusion may be referred to the SEND and Inclusion Hub following consultation with parents and carers.

Safety and wellbeing

We also work alongside VIP education who support us with tackling poor attendance or lateness.

How do you support children who are looked after by the local authority and have SEND?

The Headteacher, who is also the SENCO, is the designated teacher for looked after pupils and works alongside our Senior Teacher to review the progress and targets of pupils who are looked after by the local authority and have SEND. Both professionals meet ahead of any PEP meetings, along with the child's class teacher, to make sure information is shared and up to date.

Working Together

Who is involved in my child's education?

Your child's class teacher is responsible for teaching and assessing your child. They will be supported by teaching assistants, the SENCo and Headteacher. Subject leaders are also responsible for ensuring the curriculum is ambitious for SEND pupils.

You can contact the school office to arrange an appointment with your child's teacher or SENCO. Members of a Local Academy Council (LAC) provide challenge and support around our SEND provision. Lucy Haynes is the nominated link governor for SEND.

How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?

Your child's ILP and/or Pupil Passport will be produced by their class teacher and shared with the relevant support staff.

Where an external professional has worked with your child and produced a report, these will be shared with the SENCo and class teacher who will have opportunity to discuss the outcomes before applying strategies. At times, it may be appropriate for external professionals to come back into school and review the strategies they made.

What expertise do you have in relation to SEND?

Our SENCo has completed the National SENCo Award with The University of Birmingham.

We work with external agencies such as the Autism Inclusion Team and educational psychologists to provide staff training. We also access training and resources through NASEN and Whole School SEND (WSS). We work with professionals such as occupational therapists and specialist teachers to provide training and support for staff where they are involved with individual SEND pupils.

Any Teaching Assistant delivering speech and language programmes will be given personalised guidance on the delivery of said programmes.

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)?

We have good working relationships with external agencies to provide support for our SEND pupils. These specialist services include:

- Special Educational Needs and Inclusion Service (SENIS)
- Behaviour Support Services
- Autism Inclusion Team (AIT)
- Hearing Impairment (HI) and Visual Impairment (VI)
- Educational Psychologist Service
- Speech and Language Therapy (SALT) Service

Working Together

- Child and Adolescent Mental Health Service (CAMHS)
- School Nurse
- Occupational Therapy
- Referral to the SEND inclusion hub
- The Mental Health Support Team

Who would be my first point of contact if I want to discuss something?

Your child's class teacher is your first point of contact if you wish to discuss something. Our Headteacher, Miss Phillips, is also our SENCO and will be able to support further if required.

Who is the SEN Coordinator and how can I contact them?

Our SENCo is Miss Catherine Phillips
Tel: 01785 712488
Email: office@st-leonards-dunston.staffs.sch.uk

What roles do your governors have? And what does the SEN governor do?

Our governors provide challenge and support; they are each linked to a different area of school life. They also ensure looked after children are supported and have their needs met in school.

Lucy Haynes is the nominated link governor for SEND. The SEND governor communicates regularly with the SENCo and ensures SEND provision is a focus during governing body meetings. They review policies and SEND information report and come into school throughout the academic year to see SEND support in action.

How will my child or young person be supported to have a voice in the setting, school or college?

Each of our classes has two school council representatives. These pupils are supported in gathering the views of their peers to feedback to the school leadership. SEND pupils are actively encouraged to be part of these discussions and to put themselves forward for school council positions. We have a number of other pupil leadership positions in school such as leaf team captains and worship team members. SEND pupils are supported to take on these roles to help them contribute to the wider running of the school.

Working Together

What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

We have a number of ways in which parents can become more involved in life at St Leonard's CE First School. These include joining the PTA, or joining us as a volunteer. Our governing body also has two parent governor seats which will be advertised when they become available.

What help and support is available for my family through the setting?

If you require support with completing forms and paperwork regarding your child's schooling, please contact the office who will arrange for support.

Should you require further family support, we can make a referral to external agencies who will complete an assessment and offer support based on this.

We also hold a number of events throughout the academic year for you and your family to enjoy. These include Christmas and summer fairs, an Easter egg hunt and various performances.

Inclusion & Accessibility

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

We run a number of extra-curricular activities at St Leonard's CE First School including themed activities and sports clubs. We also run a before and after school club, details of which can be found on the website or by contacting the office.

We will always endeavour to make necessary reasonable adjustments to ensure that all children are fully included in extracurricular activities and school visits. A comprehensive risk assessment will be carried out prior to any visit in consultation with parents and if necessary additional staff will support the activity/visit.

Provide details of the physical accessibility of the setting IRR

Is the building wheelchair accessible?

Fully Accessible

Partially Accessible

Not Accessible

Details (if required)

The areas of the school building in which children are taught are fully wheelchair accessible using ramps. There are two internal steps to reach the school hall from the office, and one external step to reach the school hall from outside.

Are disabled changing facilities available? Yes

No

Details (if required)

We have an accessible toilet which is large enough for changing should this be required.

Inclusion & Accessibility

Are disabled toilet facilities available? Yes
No

Details (if required)

Do you have parking areas for pick-up and drop-offs? Yes
No

Details (if required)

The staff car park is separate from the main school site, although access via one of the gates can be pre-arranged. Parents park in the village when dropping off and collecting children.

Do you have disabled parking spaces for students (post-16 settings)? Yes
No

Details (if required)

n/a

How accessible is the setting's environment? IRR

All classrooms are calm and inclusive environments and attempts are made to ensure displays are purposeful and do not contribute to sensory overload. Displays are carefully planned to ensure the environments are inviting but not overwhelming. We have worked with the SENDIASS team to make our school a dyslexia friendly environment. Teachers use sensory aids such as fidget toys, chew toys and coloured overlays to support where needed. We also have areas in our school which children can access with support if they need to work outside of the main classroom for short periods of time. The school garden provides a safe and nurturing space which SEND pupils can enjoy with adult support.

Our accessibility plan is available on our website: <https://www.st-leonards-dunston.staffs.sch.uk/policies/>

Inclusion & Accessibility

What forms of communication does the setting use to ensure inclusivity? IRR

We communicate with parents and carers primarily through email, text and phone calls.

We are an inclusive school and offer copies of letters and communication in languages other than English upon request. We also make paper copies of electronic communication available where needed.

Joining and moving on

Who should I contact about my child or young person joining your setting?

Our admissions policies and information can be found on our school website: <https://www.st-leonards-dunston.staffs.sch.uk/admissions/>

How can parents arrange a visit to your setting, school or college? What is involved?

We invite prospective parents to arrange a visit to see St Leonard's CE First School by contacting our school office: 01785 712488

How will you prepare and support my child or young person to join your setting? How will you support them to move on to the next stage, or move on to adult life (as applicable for setting)?

On entry:

If your child joins us in Nursery and Reception, then they will be part of a comprehensive induction programme. This includes:

- Induction information for parents
- Taster sessions in school
- Where possible, visits to children in current settings
- Where possible, communication with current settings regarding SEND, support in place and strategies to aid a smooth transition

If your child joins us from another setting in Years 1 to 4 then we will offer taster sessions and liaise with your child's original school to ensure information sharing is smooth.

Transfer to another setting:

If your child transfers to another school, then we will liaise closely with them to ensure all documentation is passed on. The school SENCo will also contact the new school to discuss the support we currently have in place.

Moving to the next class:

Teachers hold their own transition meetings to discuss children's individual needs and the nature of SEN support. Depending upon the level of need, additional meet the teacher sessions can also be held for parents and the teachers involved in your child's care.

Transitions to secondary education:

During Year 3 and 4, the SENCo will actively support parents in their middle school decisions. Children will attend transactions / taster sessions where available. The school SENCo will invite the SENCo from the middle school to pass on information that will support a smooth transition.

Additional Information
<p>What other support services are there who might help me and my family?</p> <p>We would encourage you to contact your child’s class teacher or our SENCo for additional information on the services available.</p> <p>You can also visit our website for useful links: https://www.st-leonards-dunston.staffs.sch.uk/special-educational-needs/</p>
<p>When was the above information updated, and when will it be reviewed?</p> <p>Updated: Autumn term 2024 To be reviewed: Autumn term 2025</p>
<p>Where can I find Staffordshire’s Local Offer?</p> <p>Staffordshire’s SEND Local Offer can be found at www.staffordshireconnects.info</p>
<p>What can I do if I am not happy with a decision or what is happening?</p> <p>In the first instance, we would ask that you make an appointment to meet with your class teacher to discuss your concerns. Should you feel they are not addressed effectively we would advise you contact our SENCo.</p> <p>If you wish to make a formal complaint then you should contact the Head teacher, Miss C Phillips.</p> <p>Our Compliments and Complaints Procedure Policy is also available to view on the school website.</p>
<p>Type of Setting <i>(tick all that apply)</i></p> <p> <input checked="" type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input type="checkbox"/> Special <input checked="" type="checkbox"/> Early Years <input type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Post 16 <input type="checkbox"/> Post 18 <input type="checkbox"/> Maintained <input checked="" type="checkbox"/> Academy <input type="checkbox"/> Free School <input type="checkbox"/> Independent/Non/Maintained/Private <input checked="" type="checkbox"/> Other (Please specify below) </p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>First School and Nursery</p> </div>

Additional Information			
DFE Number			
860 3050			
District			
<input type="checkbox"/> Cannock	<input type="checkbox"/> Lichfield	<input type="checkbox"/> East Staffordshire	<input type="checkbox"/> Tamworth
<input type="checkbox"/> Newcastle	<input type="checkbox"/> Moorlands	<input checked="" type="checkbox"/> Stafford	<input type="checkbox"/> South Staffordshire
Specific Age range			
3 – 9 years			
Number of places			
75 Rec – Y4 7 Nursery			
Which types of special educational need do you cater for?			
<input checked="" type="checkbox"/> inclusive mainstream school <input type="checkbox"/> special school			
Offer specialisms in. Tick all those that apply.			
<input type="checkbox"/> Resource for autism	<input type="checkbox"/> Resource for social, emotional and mental health		
<input type="checkbox"/> Resource for cognition and learning difficulties	<input type="checkbox"/> Fully accessible environment – for pupils with physical or sensory needs		
<input type="checkbox"/> Deaf friendly	<input type="checkbox"/> Resource for moderate learning difficulty		
<input type="checkbox"/> Resource for physical disability	<input type="checkbox"/> Resource for profound and multiple learning difficulty		
<input type="checkbox"/> Resource for severe learning difficulty	<input type="checkbox"/> Resource for speech, language and communication needs		
<input type="checkbox"/> Visual impairment friendly			
Other specialist support/equipment:			
<input type="checkbox"/> Specialist technology			

Additional Information

Comment:

- Rebound trampoline
- Accessible swimming pool
- Outreach and family support
- Bought in support services
- Sensory room/garden

- Hydrotherapy
- Medical
- Therapy services
- Hearing loop