


St Leonard's C of E First School
SEND Information Report
2025 – 2026



<p>Our School</p>	<p>Our School Vision 'Let all that you do, be done in love' 1 Corinthians 16:</p> <p>Our school's teaching and learning is underpinned by our Anglican faith where our children '<i>Love to Love and Love to Learn with God</i>'. Children are at the Heart of every breath of school life and as a school we are always aiming higher for the inspiring children in our care. Evidenced informed approaches to teaching and learning in hand with the highest quality professional development and clarity of expectations are ensuring excellence for all. The school grounds are immense for such a small school and are continually being developed for outdoor learning opportunities. Our Christian distinctiveness and values are evident inside and outside of the school curriculum.</p> <p>St Leonards SEN Information Report should be read in conjunction with the following:</p> <ul style="list-style-type: none"> Admissions Policy Anti-Bullying Policy Attendance Policy Behaviour Policy Complaints Policy Equal Opportunities including Race Equality Policy Safeguarding Policy <p>The SEND Code of Practice can be located at:</p> <p>https://www.gov.uk/government/publications/send-code-of-practice-0-to-25</p> <p>May 2025 St Leonards C of E currently has 75 children on role</p> <p>There are currently 14 children on SEND register with a range of needs from universal to specialist.</p> <p>12 children (85%) have a diagnosis of need that requires targeted interventions through QFT and support planned by CT. (targeted need)</p> <p>2 children that have an EHCP (15%) and have needs that can be met within the provision of their plan.</p>
 <p>Meet our SENDCO</p>	<p>The SENDCO is Mrs A Stafford</p> <p>If you would like to contact Mrs Stafford, please call school on 01785 712488 or contact the school office on office@st-leonards-dunston.staffs.sch.uk</p>



Special Educational Needs

At St Leonards C of E we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

The school will endeavour to ensure that staff in the school are able to identify and provide for those pupils who have special educational needs.

- To allow pupils with special educational needs to join in the activities of the school together with pupils who do not have special educational needs.
- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child.
- To work in partnership with parents. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.
- Encourage pupil participation in decision making processes, assessment of their needs, the review and transition processes.
- Ensure the children understand their targets and how to meet them.
- To take into account legislation related to SEND including the SEND code of practice 2015.

SEND is categorised into the following areas in the SEND code of practise 2014:

	<p>Cognition and Learning MLN, SPLN</p>
	<p>Communication and Interaction ASC, SLCN</p>
	<p>Social, Emotional and Mental Health ADHD</p>
	<p>Sensory and Physical HI, VI, MS</p>

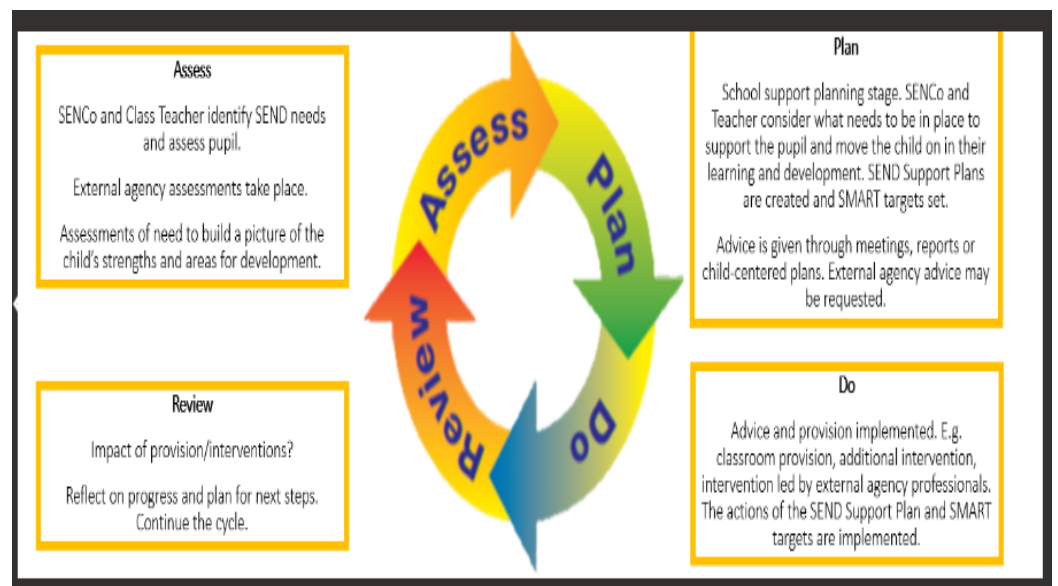
How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?

- School follows GDPR guide lines
- The SENCO ensures that all staff have relevant and up to date information about the pupil's in their care.
- Parents are encouraged to share information with their child's class teacher, however, they can also share information directly with the SENCO – either way the information is shared between the two.
- Communication occurs via email and through face to face meetings both formally and informally through the term.

- Should your child have a diagnosis that the SENCO or staff are not aware about, then the upmost will be done to ensure that staff are made aware of the needs and your help as a parents will be welcomed to share what you know about your child's needs.
- Medical needs of your child will not be shared by medical professionals without your direct consent to them. It is therefore important to share your child's medical needs with school as they will not automatically be made aware of them.
- Information from previous schools / high schools is shared via telephone or face to face verbally prior to transition so that staff are aware of a child's known needs. This remains subject to GDPR regulations. Paperwork for your child will only be passed on once a child is registered with the school.



Identifying and Assessing Need



How will you know if my child 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 to 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

Supporting children and young people with SEND with or without an Education Health Care.

We support children and young people with SEND with or without an Education Health Care Plan through wave 1 quality first teaching (QFT) within the classroom. At times during their school career, children may need to receive additional targeted support during a lesson or a term depending on their needs. This is delivered through a broad and differentiated curriculum that includes additional scaffolded support (physical resources) or additional staff support when required within the whole class or within a small group.

Planning the Support:

Should a child require significant long term additional support, school follows the processes of a Graduated Response. This means that your child's support reflect the level of need required and is considered carefully of a regular basis. The SEND Graduated Response process follows the minimum termly cycles of Assess, Plan, Do, Review in line with the SEND Code of Practice, each term. Within each cycle the following may occur:

Step 1: Assess / Do

- Formal assessments take place and/or the teacher indicates that the child is not making sufficient progress, therefore reasonable adjustments, basic skills provision or physical adaptations to support needs through Wave 1 Quality First Teaching are made.
- The class teacher will inform Parents/carers of the concern verbally.
- The class teacher will inform the SENCO of their initial concern and the actions they take.

Step 2: Assess / Do

- If a concern continues over time, further support / adjustments will be made to support the child for minimum 6 weeks by the class teacher.
- The teacher monitors and reviews the outcome of the additional support / adjustments
- If further intervention may be required, class teachers will raise this at a Pupil Progress meeting with the head teacher and / or in a SEND meeting with the SENCO, both of which are held termly – although they are able to discuss their concerns with either party at any time.

Step 3: Review / Plan

- The SENCO reviews evidence with class teacher / assessment outcomes / external agency information and discusses the pupil with the class teacher.
- If the child meets SEND criteria, the SENCO will contact parents to discuss their child in initial meeting, where the current needs and support required is discussed.
- The teacher may write an Individual support plan (ILP) after this meeting and the Parent is requested to sign and return the support plan.
- The SENCO notes the provision in place on provision map & then adds child to the school's SEND Register, ensuring additional provision is put into place.

Teaching, Learning and Support

- If the outcome of the meeting does not result in the child meeting the criteria for the SEND register, the SENCO will add them to the Monitoring / Vulnerable Register and consider the next steps to support the child in conjunction with Parents/carers and staff. This may involve the use of other agencies and referrals may be made.

Step 4: Formal Registration of SEND and Plan for Support (Do)

- A Individual Learning plan (ILP) records the targets and support needs of a child on the SEND register.
- An ILP is used for planning and preparation: It is a working document to inform teaching staff, support staff and parents of the child's current identified needs
- An ILP is shared with other staff working with child and support put in place by the class teacher as agreed with the SENCO during the term.

Step 5: Review

- An ILP is reviewed 3 times a year with teacher and SENCO: December, March and June .
- An ILP is then shared and discussed with parents at the start of each term.
- These meetings allow for any changes in pupil needs to be shared, which may result in the pathway of support being changed.

These SEND Review meetings may lead to:

- Movement of the child to the monitoring / vulnerable register – no ILPs or passports
- Continued SEND support with new ILP targets written by teacher (with advice and agreement with the SENCO)
- A referral to outside agency by SENCO for additional advice or support

An application for an EHC plan (if there is sufficient evidence to meet Staffordshire Criteria)



Our approach to teaching children with SEND

Reasonable adjustments for all areas

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 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

The school Governing Body has important statutory duties towards pupils with special educational needs:

- 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
- The Governors, working in partnership with the Head teacher, have responsibility for deciding the school's general policy and approach to meet the needs of SEN pupils.
- Governors should ensure that objectives in the school development plan include Special Educational Needs (SEN).
- Through the school's self-review procedures' Governors monitor the effectiveness of the school's SEN policy and provision.
- All governors will have an up-to-date knowledge of the school's SEN provision and the SEN Governor will have a more in depth knowledge of SEN.

In our school, Mrs Amy Stafford, the SENCO, is responsible for ensuring all children receive the support they need to make good progress in their learning through:-

- Management of the day to day operation of the school's Inclusion & Special Educational Needs Policy
- Co-ordination of the provision for, and the responses to, children's special educational needs
- Providing support and advice for colleagues
- Ensuring accurate records are maintained for all children with special educational needs
- Acting as the link with parents and with external agencies and other support agencies
- Monitoring and evaluating the school's special educational needs provision
- Managing a range of resources, both human and material to enable appropriate provision to be made for children with special educational needs
- Ensuring all staff receive training to enable them to provide high quality teaching & learning experiences for the children.

Teachers are responsible for planning, delivering and monitoring the effectiveness of provision and ensuring pupil progress. There may also be support from a teaching assistant or additional adult.

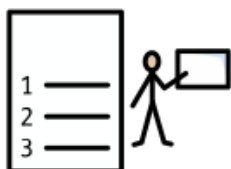


Medical needs

Medicines and personal care needs:

- Any medicines that require administration in school need to be reported to the school office, who will advise you of the latest advice and requirements.
- Any parent of a child with medical needs must complete a care plan for use in school – their child will be added to an internal medical register which is made known to staff and the care plan shared with staff.

- Children who require significant need care plans may be asked to meet with Mrs Stafford, the school's SENCo and or another senior member of staff.
- Specialist support services provide school with care plans for Children with Type 1 Diabetic Care plans; staff undergo specific rigorous training for this medical need and update their training annually.
- All teaching staff are trained in asthma awareness and the use of Epi-pens.
- Parents of children requiring personal care support are asked to discuss their children's individual needs with school so that a support plan can be put into place and a risk assessment undertaken.
- Copies of care plans, along with any medicine that is allowed to be are kept in classrooms, is kept within a class medical box in your child's classroom so that access to them by staff can be quickly made should the need arise.
- Parent are encouraged to arrange medical appointments outside of school hours, however if this is not possible parents/carers are asked to notify the school office in person, by telephone or through the dojo app. Keeping students safe and supporting their wellbeing
- Should an emergency arrive, parents/carers will be notified – it is important that emergency contact information is up to date in the school office – and an ambulance may be called.



Curriculum adaptations including scaffolding support

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.

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.

We also seek advice and equipment from outside agencies as and when the need arises.

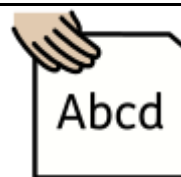
Equipment and Facilities



Visual timetables



Task boards



Word banks



Assistive technology



Ear defenders



Timers

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.



Parent Consultations

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.

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 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.



Child Consultations



Self-assess how they are doing



Attend meetings and help decide the support needed.



Feedback and Review progress/interventions.

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.

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, buddy reading, Wonder of the World lunch club, after school clubs 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.



Evaluating Provision





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.



Staff Training

Play Therapy	Lego Therapy	Child Development	Bucket time
Autism (Level 1)	Makaton - Level	Phonics (catch-up)	Team Teach

Specific Learning Difficulties	Complex Needs training	Nurture support	Speech and Language
			
De escalation	Attachment	Reading for those who struggle	Sensory needs

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.



Attendance and behaviour

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.

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



Transition Support

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

	<p>teacher sessions can also be held for parents and the teachers involved in your child's care.</p> <p>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.</p>
 <p>Outside Agencies</p>	<p>What other services do you provide access for pupils with SEND? We have good working relationships with external agencies to provide support for our SEND pupils. These specialist services include:</p> <ul style="list-style-type: none"> • 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 • Child and Adolescent Mental Health Service (CAMHS) • School Nurse • Occupational Therapy • Referral to the SEND inclusion hub • The Mental Health Support Team
 <p>Clubs and Trips</p>	<p>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.</p> <p>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.</p> <p>How do you ensure that my child or young person stays safe outside of the classroom?</p> <p>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.</p>
 <p>Complaints Procedure</p>	<p>What can I do if I am not happy with a decision or what is happening? 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. If you wish to make a formal complaint then you should contact the Head teacher, Mrs C Keay. Our Compliments and Complaints Procedure Policy is also available to view on the school website.</p>



Local Offer

Where can I find Staffordshire's Local Offer?

Staffordshire's SEND Local Offer can be found at www.staffordshireconnects.info

How accessible is the setting's environment?

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/>



Feedback