



Leighfield Primary School

SEND Information Report

School Name:	Leighfield Primary School		
Address:	Newtown Road, Uppingham		
Telephone Number:	01572 823489	Email: office@dsatleighfield.org	
Name of Head Teacher:	Mr David Briggs (Executive Head Teacher) Mrs Sarah Eaton (Head of School)		
Website:	http://www.leighfieldschool.co.uk		
Facebook Account Details:	N/A		
Twitter Feed:	@leighfield_acad		
School Specialism:	N/A	Age Range of Pupils:	4-11
Date of Last Inspection: (OFSTED)	March 2015	Outcome of Last Inspection: (OFSTED)	Good
Does the school have a DSP (Designated Specialist Provision):	No		
Total Number of students with identified SEND:	16	Nos with EHCP/ Statement: 1 Nos with SEND Support Plan: 15	



Leighfield Primary School – SEND Information Report

Question	Answer
What is the SEND Information Report?	The SEND Information Report will describe the types of support and provision available in Leighfield Primary School for supporting all children to reach their potential. It aims to answer questions parents/carers may have and also outlines what this would look like for children. We have broken this down into 4 sections. Firstly what Policies the school publishes in support of SEND, the roles and responsibilities of staff in school in relation to SEND, the different levels of support for children within Leighfield Primary School and finally some Frequently Asked Questions.
What Policies you may find useful?	<ul style="list-style-type: none">• the school SEND Policy.• the school PSHE Policy.• the school Behaviour Policy• the school Anti-Bullying Policy.• the school Accessibility Plan.• the school Pupil Premium Policy• the school Assessment Policy• the school Marking and Feedback Policy• the school Complaints Policy <p>All these policies are available on the school website or upon request from reception</p>
Who are the best people to talk to in this school about my child’s difficulties with learning/Special Educational Needs and/or Disability (SEND)?	If you have concerns about your child’s progress you should speak to your child’s class teacher initially.

“Who’s Who”

If your child is identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have.
- plan any additional support your child may receive.

If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENDCo, Mrs S Donnaloia or Head Teacher, Mrs S Eaton. If you are still not happy you can speak to our Executive Head Teacher, Mr D. Briggs

The Class teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need such as targeted work or additional support. They will liaise with the SENDCo as and when necessary.
- Writing an Assess, plan, Do and Review plan (APDaR), and sharing and reviewing these with parents at least once each term.
- Ensuring that all staff working with your child in school are able to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialists and specially planned work and resources.
- Ensuring that the school’s SEND Policy is followed in their classroom

The SENDCo is Mrs S Donnaloia

She is responsible for:

- coordinating all the support for children with Special Educational Needs and/or Disabilities (SEND) and developing the school’s SEND Policy to make sure all children get consistent, high quality support in school.
- updating the school’s SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child’s progress and needs.

- providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- ensuring that you are involved in supporting your child's learning.
- Keeping parents informed about the support your child is getting.
- involved in reviewing your child's progress.

Head Teachers: Mrs S Eaton (Head of School) and Mr D Briggs (Executive Headteacher)

Responsible for:

- the day to day management of all aspects of the school, this includes the support for children with SEND.
- The Head Teacher will give responsibility to the SENDCo and the class teachers but is still responsible for ensuring that your child's needs are met.
- The Executive Head and Head of School must make sure that the Governing Body is kept up to date about any issues in school relating to SEND.

Discovery Schools Academy Trust (DSAT) Advisory Board

Responsible for:

- overseeing the implementation of the SEND policy.

What are the different levels and types of support available for children with SEND at **Leighfield Primary School**

“Levels of support available for all children”

Every child will have access to class teacher input via excellent targeted classroom teaching also known as Quality First Teaching

For your child this means:

- that the teacher has the highest possible expectations for your child and all pupils in their class.
- that all teaching is based on building on what your child already knows, can do and can understand.

- at times the teacher may direct the class based Teaching Assistant to work with your child as part of normal working practice.
- different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- specific strategies (which may be suggested by the SENDCo or external agencies) are in place to support your child to learn.
- your child's teacher will monitor your child's progress, identify any gaps in their learning and address these.
- the opportunity to be included in specific group work with in a smaller group of children. These groups are often called intervention groups in school. These may be run in the classroom or outside and led by a teacher, or most often a Teaching Assistant who has had training to deliver these groups.

With all of the above support there may still be concerns regarding your child's progress and through consultation with yourself, the class teacher and the SENDCo, the decision may be made to place your child on '**SEND Support**' so that the progress of your child can be more carefully monitored. Additional 'specialist' input may be required in addition to Quality First Teaching and intervention groups.

For you and your child this would mean:

- you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- with the SENDCO, your child will develop their own One Page Profile. This is a child-centred document which provides an overview of their strengths and difficulties, as well as any strategies and support in place strategies which work well for your child. This is particularly useful for new staff and supply teachers and means a consistent approach to supporting your child is achieved.
- you may be asked to give your permission for the school to refer your child to a specialist professional e.g. **a Speech and Language Therapist, Rutland Inclusion Team, School Nurse, Family Support or Educational Psychologist**. This will help us to develop a clearer understanding your child's particular needs and ensure that we are able to provide them with the most appropriate support in school.
- the specialist professional will work with you and your child to understand their needs and make recommendations. These may include:

- making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
- additional intervention run by school staff under the guidance of the outside professional e.g. a social skills group.
- small group or individual work led by the specialist.

As a school, we may suggest that your child needs some additional 1:1 support and tell you about how we can go about accessing this. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups alone and where, despite quality interventions and differentiated learning, limited progress is being made. At this stage, school might suggest a referral for an Education, Health and Care Plan (EHCP) as outlined below.

Specified Individual Support is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher or SENDCo as needing a particularly high level of 1:1 support or small group teaching. If a child is awarded an EHCP, the amount of 1:1 hours will be included in the plan. An EHCP can only be given following a statutory assessment of your child's needs by the Local Authority. This is a legal process which sets out the amount of support that will be provided for your child through an EHCP. The school (or you) can request this assessment be made as long as there is sufficient evidence to support the request.

Usually, your child will be accessing professionals outside of the school as part of this process. Some of these external agencies may include:

- Local Authority central services such as the Hearing Impaired Team, Early Years Team, Autism Team etc
- outside agencies such as the Speech and Language therapy (SALT) Service.

After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all the professionals involved with your child to write a report

outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at SEND Support

After the reports have all been sent to the Local Authority (L.A). The L.A will then decide if your child's needs are severe, complex and lifelong and that they need more specified extra support in school to make good progress. If this is the case they will write a Statement of Special Educational Needs or Education health Care Plan (EHCP). If this is not the case they will ask the school to continue with the support at SEND Support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

The Statement or ECHP will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. The additional adult may be used to support your child with whole class learning, run individual programmers or run small groups including your child.

This type of support is available for children whose learning needs are:

- severe, complex and lifelong
- or where more than a 15 hours of 1:1/small group support in school is necessary

How accessible is the school environment?

“Frequently asked questions”

- the school is accessible to children with physical disability.
- we ensure that equipment used is accessible to all children regardless of their needs.
- if your child requires specific equipment due to a diagnosed SEND need we will work with the appropriate agencies to accommodate these requirements (please refer to our Accessibility Plan for further details)

How are children identified as having Special Educational Needs?

At **Leighfield Primary School** children are identified as having SEN in a variety of ways e.g.

- concerns raised by parents /carers
- concerns raised by teachers
- concerns raised by the child
- changes in a child's behaviour or self-esteem seems to be affecting progress

- a child finds learning difficult
- a child is performing well below age related expectations
- information received from outside agencies and pre-schools e.g. speech and language therapist, Paediatricians etc.

How are parents/carers kept informed about the support the school have put in place?

Each child's education will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional support by the teacher or teaching assistant in class.

If a pupil has needs related to more specific areas of their education, such as reading, spelling, handwriting, numeracy or literacy skills then the pupil will be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

These interventions will be recorded on whole school provision maps (this is a record of the support and interventions, timings, and the impact of the intervention). Parents are notified about these interventions by the class teacher.

If you have any queries related to the interventions please do not hesitate to contact the class teacher or the SENDCo.

Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned which will be discussed and implemented by the class teacher /SENDCo.

Occasionally, a child may need more expert support from an outside agency such as the Speech and Language Therapist, Educational Psychologist or Paediatrician. Referral forms are then completed by the SENDCo, in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is provided to the school and parents/carers. The class teacher uses the programme to plan effective support for the teaching assistant to implement.

<p>How is the curriculum differentiated and matched to a children's needs?</p>	<p>When a child has been identified with special educational needs their work will be differentiated by the class teacher to enable them to access the curriculum.</p> <p>Teaching assistants may be allocated to work with the child in a 1:1 or small focus group to target more specific needs.</p> <p>If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips easy to use scissors or coloured overlays for reading.</p> <p>The class teacher works with all children in his/her class. They are responsible for planning the work for the teaching assistants to implement. All support staff receive internal or external training for the areas of SEND support that they deliver.</p>
<p>How is progress measured?</p>	<p>Staff at Leighfield Primary School communicate regularly with parents. You are welcome at any time to make an appointment to meet with the class teacher or ring up to book an appointment with the SENDCo. We can offer advice and practical ways that you can help your child at home.</p> <p>If your child is on the SEND register they will have an APDaR (Assess, Plan, Do & Review) which will be shared with you at least 3 times a year. APDaRs are used to highlight next steps and targets and the support in place for your child. These are accessible for all adults in school that work directly with your child. Although APDaRs are written by the class teacher, both children and parents are encouraged to contribute to this process.</p> <p>The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.</p> <p>If your child has complex SEND they may have an EHCP or a Statement of SEN, which means that a formal meeting will take place with you and all agencies involved to discuss your child's progress and a report will be written each year. This is called an Annual Review.</p>
<p>How are wellbeing, personal and medical needs supported in school?</p>	<p>We offer a wide variety of pastoral support for children who are encountering emotional difficulties. We are a caring and understanding staff who look after our children and parents. We fully recognise that children may go through crisis in their lives for short periods of time or longer periods of time. We aim to utilise the support we have in school to support all children through these times NOT just the ones identified as having SEND needs.</p>

We have boxes available for the children to use if they wish to speak to an adult about any worries or concerns they may have. Every member of staff in school has one of these boxes to ensure that a child has the opportunity to talk to whomever they choose. We also have Mrs B Piggott, our ELSA (Emotional Literacy Support Assistant). Her role allows her to work with individual or small groups of children who may need additional health, wellbeing and emotional support. If you have any concerns about your child's overall wellbeing, the class teacher should be your first point of contact.

If further support is needed the class teacher will liaise with the SENDCo and ELSA to work out the best course of action.

Children with medical needs:

- If a child has a medical need then a detailed Health Care Plan is compiled by the SENDCo in consultation with parents/carers and the school nurse (where appropriate). This is discussed with all staff who are involved with the child.
- We have fully trained first aiders in school at all times.
- If your child has a medical condition that requires medication, a meeting will be held with parents/carers and SENDCo to explain our Health and Safety Policy, First Aid Policy and relevant procedures. Parents and all staff members who agree to administer prescribed medicines will sign a medication agreement form to ensure the safety of both child and staff member.

How do children contribute to the everyday life of the school? How are their views gathered?

We encourage every child to contribute and to express their thoughts and ideas which we value, respect and celebrate. We do this in different ways throughout the school year:

- in class, children are encouraged to contribute to lessons
- our School Council meet every half term where issues or viewpoints are discussed.
- pupil questionnaires are used to gather ideas and opinions
- subject leaders often collate pupil voice by conducting pupil interviews

	<ul style="list-style-type: none"> • children who have APDaRs discuss their targets with their class teacher or the SENDCo termly. • children on the SEND register meet with the SENCo annually to update their One Page Profiles • children with an Education Health Care Plan (EHCP) are encouraged to share their views before or during annual review meetings.
<p>What expertise and specialist services are available through the school?</p>	<p>As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: -</p> <ul style="list-style-type: none"> • Educational Psychologist • CAMHS (Child & Adolescent Mental Health Service) • Speech & Language Therapy • School Nurse • Social Care • Occupational Therapy • Paediatricians • Learning Support Service • Early Years Inclusion • Early Help Team <p>An Educational Psychologist is allocated to each school. Our Educational Psychologist is Zoe King. Zoe works directly with those children and their families whose needs are felt to be quite considerable, or where, despite Quality First Teaching and specific, rigorous intervention, progress remains limited.</p> <p>In order to help understand the pupil's educational needs better, Zoe also usually meets with the SENDCo and parents. A report is provided following any assessments. This includes advice for the school and parent/carers on how to best support the child moving forwards.</p>
<p>What training do staff receive?</p>	<p>Our SENDCo has achieved The National Award for SEN Coordination. She has also trained in a wide range of SEND issues including Bereavement, Working Memory, Attachment Disorders, Wellbeing, Direct Instruction Precision Teaching and Colourful Semantics</p>

	<p>The school has a development plan which identifies training needs for all staff to improve the teaching and learning of children including those with SEND. This may include specific whole school training, to ensure consistency of the school’s approach as well as individual training requirements.</p> <p>Training takes place regularly and varies depending on current pupil difficulties and staff needs. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Headteacher or SENDCo.</p>
<p>How are school trips and activities outside the classroom organised? How does the school ensure that pupils with SEND are included?</p>	<p>Activities, school trips and residential are a very important part of every child’s learning experience at Leighfield Primary School.</p> <p>Risk assessments are carried out and procedures are put in place to enable all children to participate. It may be that an individual child requires an individual risk assessment, to ensure specific procedures are in place.</p> <p>If a child has an identified 1:1 teaching assistant, he/she will accompany them on the trip. However, if this is not the case and it is deemed a more intensive level of 1:1 support is required for the safety of the child and their peers, or where an overnight stay is required, a parent or carer may be asked to accompany their child.</p>
<p>Does the school offer before and after school services? How does the school ensure that pupils with SEND are included</p>	<p>At Leighfield Primary School there are a number of before and after school clubs available. These clubs change termly and every effort is made to ensure that our clubs are open and accessible to ALL children.</p>
<p>How are children supported when changing schools or transferring to other education, employment or training?</p>	<p>We recognise that ‘moving on’ can be difficult for a child with SEND so we have steps in place to ensure that any transition is as smooth as possible.</p> <p>We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood</p> <p>Home to Foundation Stage</p> <p>A home visit is carried out for our Foundation Stage children. All Parents and carers of Foundation Stage children are invited to attend a Welcome Meeting with the Foundation Stage teachers before they start. The children are invited to attend two school visits in the summer term before</p>

they start. The Nursery and Pre-School staff are also invited to the first session to ensure that the children have a familiar adult with them for their first introduction to school. Where children attend a local nursery, our Nursery Nurse will also visit them in their setting; spending time with the children and talking to their key-workers

All children in school spend 2 days with their next class teacher towards the end of the summer term.

The SENDCo will visit pre-school settings where SEND has already been identified.

If your child is moving to another school:

- we will contact the new school's SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- we will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- information will be passed on to the new class teacher IN ADVANCE and a meeting will take place with parents, the new teacher and the SENDCo. All APDaRs and relevant information, such as reports from outside agencies and One Page Profiles, will be shared with the new teacher.

Transition to secondary school:

Prior to transition, a representative from our feeder school, Uppingham Community College visits the Year 6 children at Leighfield. The Secondary School SENDCo is also usually present at this meeting so that any SEND issues can be discussed in detail with the class teacher and SENDCo. Uppingham Community College currently hold two primary transition days to allow the children to become more familiar with their new environment. If it is felt that a child might benefit from spending some additional time at the College, this can be arranged and they will usually attend with one of our Teaching Assistants.

How are resources matched to a children's needs?

Each year the school receive a budget from the Local Authority for the provision of support for SEND children. This contributes towards resources, training and classroom Teaching Assistants

	<p>When considering how best to utilise our Teaching Assistants, the Senior Leadership Teams will consider:</p> <ul style="list-style-type: none"> • the children currently receiving additional support • the children requiring extra support (those identified in pupil progress meetings) • age of pupils and class sizes • the number of pupils on the SEND register in the cohort <p>All resources/training and support are reviewed regularly and changes made as needed. We ensure that all children who have SEND are met to the best of the school's ability with the funds available.</p> <p>Teaching assistants deliver programmes designed to meet groups of children's needs. The budget is allocated on an individual needs' basis. The children who have the most complex needs are given the most support, often involving a teaching assistant.</p>
<p>How do the school decide how much support is provided?</p>	<p>The class teacher alongside the SENDCo will discuss the child's needs and the most suitable support. Different children will require different levels of support in order to bridge the gap between them and their peers.</p>
<p>How can I find out support services?</p>	<p>The school office/ SENDCo would be happy to sign post parents to specific support services. Leighfield Primary School contributes to Rutland's Local Offer which can be found at:</p> <p>http://ris.rutland.gov.uk/kb5/rutland/directory/localoffer.page</p> <p>Here you will also find a directory of services that may be able to help you.</p>
<p>What do I do if I want to make a complaint to the school?</p>	<p>If you wish to make a complaint, please contact the school office and request our Complaints Policy. This will give you clear procedures about how to contact the relevant persons.</p>