

SEN Information Report 2024-2025



At Leighfield, we believe that **every** pupil has a right to access a broad and balanced curriculum. We aim to provide a curriculum that is presented in a supportive and stimulating environment which values each child, encourages them to achieve their full potential and is accessible and inclusive to all. At Leighfield we recognise and embrace the fact that, just as every child is different, so will be their educational needs.

What is the SEN information report?

In accordance with the SEN Code of Practice (2014) relating to Special Educational Needs and Disabilities (SEND), this document outlines the provision available to support children with SEND at Leighfield. It will outline the ways in which we will work with the school community, to identify, support and monitor children with SEND. As a school we have a legal duty to update and publish our SEN information report on the school website, annually. Working with parents is extremely important to us and we would therefore welcome any feedback in the review process.

What are Special Educational Needs?

Special Educational Needs can be split into four broad areas of need:

Communication and Interaction

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorders (ASD)

Cognition and Learning, Social

- Specific Learning Difficulty (SpLD) e.g. dyslexia, dyscalculia and dyspraxia
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulty (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

Emotional and Mental Health Difficulties

‘Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention hyperactivity disorder or attachment disorder’ (paragraph 6.32 SEN Code of Practice, 2014)

Sensory and/or physical Needs.

- Visual Impairment
- Hearing impairment
- Multi-sensory impairment
- Physical Disability

According to the SEN Code of Practice, a child is considered to have special educational needs if they have a ‘*learning difficulty or disability which calls for special educational provision, namely provision different from or additional to that normally made available to pupils of the same age*’

A child of compulsory school age or a young person has a learning difficulty if he or she:

- has a significantly greater difficulty in learning than the majority of others the same age, or*
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions.”*

For some children, it is possible to identify SEN at an early age, but for others, their difficulties only become apparent as they develop. As recommended in the SEN Code of Practice, at Leighfield, ‘the identification of SEN is built into the overall approach to monitoring the progress and development of all pupils’.

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What to do if you are worried about your child

If you have concerns about your child's progress, in the first instance we would always advise you to speak to your child's class teacher, who works with your child on a daily basis. If we have any concerns about your child, in terms of their rate of progress or wellbeing, we will set up a meeting with you to discuss these. During this meeting, you and the class teacher can share information from home and school and create a plan detailing how we are going to support your child moving forward.

If you are still concerned about your child, you should speak to the Special Educational Needs and Disabilities Coordinator (SENDCo), Mrs R Oakley, who is responsible for coordinating the provisions for SEN children.

Creating positive relationships with parents is of paramount importance to us. We aim to be open and honest and hope that parents feel able to do the same with us.

Roles and responsibilities within school in relation to SEND at Leighfield

Class Teachers

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: Mrs. R Oakley

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.
- Participating in the reviews of your child's progress.
- Organising staff training

The Headteacher: Mrs. Sarah Eaton

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 Head Teacher 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 SEN policy.

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

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 the pupils in their class.
- that all teaching is based on building on what your child already knows, can do and can understand.
- that 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 strategies like using more practical learning, or chunking tasks into smaller, more manageable parts.
- 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.
- that your child has the opportunity to be included in specific group work, with a smaller group of children. These are often called intervention groups. These may be run in the classroom, or outside and led by either a teacher, or most often a trained teaching assistant.

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 the SEN register at '**SEN Support**' so that the progress of your child can be more carefully monitored. At this point, you will be asked to attend a meeting to discuss your child's progress and help plan possible ways forward. Additional 'specialist' input may be required in addition to Quality First Teaching and intervention groups.

For you and your child this would mean:

- with support, your child will develop their own One Page Profile. This is a child-centred document which provides an overview of their strengths and difficulties, highlights the people who are important to them and lists any strategies which work well for the 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, the School Support Partnership, School Nurse, Family Support or Educational Psychologist. This involvement will help us to develop a clearer understanding your child's particular needs to 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.

For a very small number of children, despite high quality first teaching, specific interventions, differentiated learning and specialist involvement, limited progress is still being made. In this case, if there is sufficient evidence to support the request, parents, or the school (with parental consent) may apply to the Local Authority for a statutory assessment. The Local Authority may accept or reject an application for statutory assessment. If an application is rejected, they will ask the school to continue to support the child at SEN Support. If the request is successful, a child may be granted an EHCP (Education, Health and Care plan). An EHCP brings a child or young person's education, health and social care needs into a single, legal document which details their special educational needs, the support they require and the outcomes they would like to achieve. EHCPs are subject to annual review. The review process provides an opportunity for the child and all those working with them to discuss their strengths, progress, concerns and future aspirations.

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How are children identified as having Special Educational Needs?

At **Leighfield**, children are identified as having SEN in a variety of ways:

- concerns raised by parents /carers
- concerns raised by teachers
- concerns raised by the child
- changes in a child's behaviour or self-esteem which seems to be affecting progress
- a child finds learning difficult
- a child is performing below age related expectations
- information received from outside agencies and pre-schools e.g. speech and language therapist, Paediatricians etc.

A graduated approach to SEN

Cause for concern: Class teachers can raise concerns regarding a pupil's progress at any point of the school year. A discussion with the SENDCo may result in a decision to offer some targeted intervention to support (either within class or externally) and to closely monitor progress. If little impact is evident, with parental support, we may decide to escalate support to SEN Support.



SEN support:

At this stage parents and the child, where relevant, will meet with the class teacher and SENDCo to create an APDaR document. These plans are used to:

'Assess' where the child is currently

'Plan' the outcomes we want to achieve for the child and agree what support will be in place in order to help them.

'Do' - Targets will be set and staff, with the support of the SENDCo will support the child in achieving these targets

'Review' - At this stage, the targets and current support in place will be reviewed by everyone involved to see if it is working. If it is, it might continue, with new targets being set. If it is not, some of the arrangement might be changed and specialist support may be suggested.



SEN support with specialist involvement:

With parental consent, we may feel that your child might benefit from additional more specialist support. Specialist support services we can access include:

- Educational Psychologist
- CAMHS/CYPMHS (children & adolescent mental health services/child & young people's mental health services)
- Speech & Language Therapy
- School Nurse
- Social Care
- Occupational Therapy
- Paediatricians
- Early Years Inclusion
- Early Help Team
- School Support Partnership (SSP)
- Specialist Teachers

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Frequently asked questions

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.

Where a child requires any additional support, such as reading, spelling, handwriting or maths, 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. 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) and reviewed regularly. Parents are notified about these interventions by the class teacher.

How is the curriculum differentiated and matched to meet a child's individual needs?

We value the role of parents and know that you are able to give a unique perspective of your child and their development. We will also recognise that we are likely to see the best outcomes when home and school are working together. We will always ensure that you are informed of any support your child is receiving which is additional to that which happens in general classroom practice. If you have any queries related to the interventions, please do not hesitate to contact the class teacher or the SENDCo.

When a child has been identified with special educational needs, their work will be differentiated or scaffolded by the class teacher to enable them to access the curriculum.

Teaching assistants may be allocated to work with the child in a 1:1 or small focus group to target more specific needs. If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, wobble cushions, pen/pencils, coloured overlays for reading, assistive technology.

The class teacher works with **all** children in their 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.

How is progress measured for children with SEND?

Will my child always be on the SEND register?

Where attainment and progress significantly improves over a sustained period of time, the possibility of removing a child from the SEND register may be considered. The views of the teacher, SENDCo, pupil and parents will be taken into account, as well as that of any other professionals involved with the child. If it is agreed **by all** to take the child off the SEND register, then all records will be kept until they leave the school (and passed on to the next setting). The child will continue to be monitored through termly pupil progress meetings the school's usual monitoring procedures.

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. Although **APDaRs** are written by the class teacher, both parents and the child, where appropriate are encouraged to contribute to this process. The targets set in these plans should be challenging, but SMART (Specific, Measurable, Achievable, Realistic, Time scaled) with the expectation that the child will achieve the target by the time it is reviewed.

If your child has complex SEND they may have an EHCP, 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.

Staff at **Leighfield** 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.

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Frequently asked questions continued...

The school is accessible to children with physical disability. We ensure that any equipment used is available 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 accessible is the school environment?

What support is in place to support children with their emotional wellbeing?

We take the emotional health and wellbeing of **ALL** our children very seriously and 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 families. We fully recognise that children may go through crisis in their lives for short periods of time or longer periods of time. We have four members of staff who have undertaken Mental Health First Aid training and aim to support all children through any difficult times. If you have any concerns about your child's overall wellbeing, the class teacher should be your first point of contact.

Within school, 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 two ELSAs (Emotional Literacy Support Assistants), Mrs Blackford and Mrs Laird who are available to work with any children who may need additional health, wellbeing or emotional support. Further information about the role of the ELSA in school is available on the website.

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 shared fully with all staff who are involved with the child. We have fully trained first aiders in school at all times.

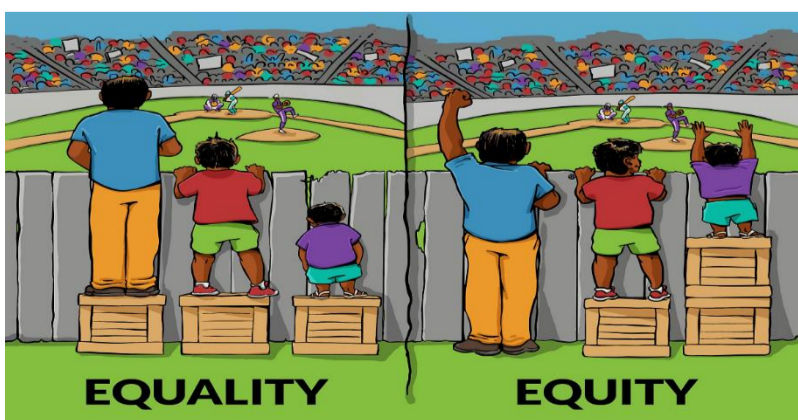
If your child has a medical condition that requires medication, a meeting will be held with parents/carers and SENDCo to explain our Health and Safety Policy, First Aid Policy and relevant procedures. Parents and all staff members who agree to administer prescribed medicines will sign a medication agreement form to ensure the safety of both child and staff member.

How are children with medical needs supported?

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 regularly, where issues or viewpoints are discussed.
- pupil questionnaires are used to gather ideas and opinions
- subject leaders collate pupil voice by conducting pupil interviews
- children who have **APDaRs** are encouraged, where appropriate to be involved in target setting and review process
- children on the SEND register are involved in developing their 'One Page Profiles' with a member of staff annually
- children with an Education Health Care Plan (EHCP) are encouraged to share their views before or during annual review meetings.



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Frequently asked questions continued...

How will my child manage tests?

All SEND children will have their test needs met by determining which access arrangements best suit the needs of your child. This may include:

- Different test room
- Additional time
- Having a scribe
- A break during their test
- Access to readers

How does the school ensure that pupils with SEND are included in trips and extra-curricular activities?

Extra-curricular activities, school trips and residential are a very important part of every child's learning experience. 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.

If a child has an identified 1:1 teaching assistant, he/she will accompany them on any trip/extra-curricular activity taking place off-site. 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.

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. 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 in detail.

Home/nursery to EYFS:

All Parents and carers of Foundation Stage children are invited to attend a Welcome Meeting with the Foundation Stage teachers before they start and the children are invited to attend two school visits in the summer term. 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, a member of our EYFS team will also visit them in their setting; spending time with the children and talking to their key-workers. 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 they are aware of any special arrangements or support that need to be made for your child. We will also make sure that all records about your child are passed on as soon as possible.

When moving to a new year group at Leighfield:

A meeting will take place with parents, the new class teacher and SENDCo in the summer term. All APDaRs and relevant information, such as reports from outside agencies and One Page Profiles, will be shared prior to the new school year. Children in school spend 2 days with their next class teacher as part of their transition.

How are children supported during transition or when transferring to other education?

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 will also meet with Mrs Oakley and the class teacher so that any SEND issues can be discussed in detail.

Uppingham Community College currently hold three primary transition days to allow the children to become more familiar with their new environment. Extended transition can be arranged where there are children who would benefit from it. Often, the child will attend any additional sessions with one of our Teaching Assistants.

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Frequently asked questions continued...

What training do staff receive?

At Leighfield we have one member of staff who has achieved The National Award for SEN Coordination and another member of staff working towards the SENDCo qualification. We have staff who have received training in a wide range of SEND issues including: Bereavement, Working Memory, Attachment Disorders, Autistic Spectrum Disorders, Wellbeing, Direct Instruction Precision Teaching and Colourful Semantics. We are fortunate to be able to access EPIC Psychology as part of our Trust and Rutland's Partners in Psychology services, both of which offer regular and varied training for SENDCos, teachers and support staff.

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.

Training takes place regularly and varies depending on current pupil difficulties and staff needs. Recently we have ensured that ALL of our school staff have been trained by the Autism Education Trust. 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.

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.

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. When considering how best to utilise our Teaching Assistants, the Senior Leadership Teams will consider:

- 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

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. Teaching assistants deliver programmes designed to meet groups of children's needs. The children who have the most complex needs are given the most support, often involving a teaching assistant.

How do the school decide how much support is provided?

How are resources matched to a child's needs?

We produce a newsletter for parents termly which includes useful websites and support services which parents/carers may find useful. The SENDCo would be happy to sign post parents to specific support services. Rutland's Local Offer also highlights organisations, information and services for parents of children with SEND can be found at the link below.

[SEND Local Offer | Rutland County Council](#)

How can I find out about additional support services?

What do I do if I want to make a complaint to the school?

We hope that you found this document both useful and informative, but if you do have any further questions, please contact the office: office@dsatleighfield.org who will direct your queries to the appropriate person.

You may also find the following policies useful:

- the school's SEN Policy.
- the school's PSHE Policy.
- The school's Wellbeing Policy and Wellbeing strategy
- the school's Behaviour Policy
- the school's Anti-Bullying Policy.
- the school's Accessibility Plan.
- the school's Pupil Premium Policy
- the school's Assessment Policy
- the school's Marking and Feedback Policy
- the school's Complaints Policy

Copies of these can be found on the website but can also be requested from the office.

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.