

**SEND Report 2024-2025**

*This report should be taken and used as part of St Leonard’s Church of England Primary Academy’s overall strategy and implemented within the context of our vision, instrument of government aims, and values of a Church of England Academy. St Leonard’s is a Church of England Primary Academy which celebrates a love of God and puts the Christian ethos at the centre of all that it does. It is a member of the Diocese of Bristol Academy Trust (DBAT)*

At St Leonard’s we welcome everybody into our community and endeavour to make it a happy, welcoming place where children and adults can achieve their full potential and develop as confident individuals. We aim to offer equality of opportunity for our children and we strive to provide a learning environment that enables all pupils to make the greatest possible progress in a caring, supportive and fully inclusive environment.

Our SEND provision allows pupils with learning difficulties the opportunity to follow a curriculum specifically tailored to develop life skills and to give pupils self-confidence through their learning thus enabling them to maximise their potential and to work independently. We are committed to narrowing the attainment gap between SEND and non-SEND pupils. This may include short-term intervention learning programmes and other learning interventions developed to personalise learning. Having a good attendance is key and we are pleased that pupils want to come to school to experience our high quality learning provision.

We pride ourselves on being an inclusive and supportive school that ensures all children have a curriculum and school experience that is relevant to their needs.

This SEND Information Report and Contribution to the Local Offer are provided to comply with the ‘Special educational needs and disability Code of Practice 0-25 years (January 2015)’.

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| **What kinds of special educational needs are provided for at St Leonard’s CE Primary Academy?** | St Leonard’s CE Primary Academy is an inclusive mainstream academy. Admission of children with special educational needs is considered in line with our admissions policy, which relates equally to all children. We also recognise that some children may have needs beyond those which we cater for. We work with parents/ carers and specialists to facilitate the appropriate placement of children with special educational needs. We refer to the term “Special Educational Needs” if a child:  a. Has significantly greater difficulty in learning than the majority of children of his or her age in one or more areas of learning. Academic criteria are adhered to when making a decision. The threshold for each year group varies.  b. Has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for children of similar age.  The difficulty or disability may relate to:  ● communication and interaction  ● cognition and learning  ● behavioural emotional and social development  ● sensory or physical conditions.  We use our best endeavours to ensure that necessary provision is made for any individual who has special educational needs (SEN), in cooperation with the local authority. We make reasonable adjustments to ensure that children are not at a substantial disadvantage compared with their peers. We constantly strive to improve the accessibility of our school and curriculum. Our school is on one level and so is easily accessible to children with gross motor difficulties and those with wheelchairs.  Special Educational Provision is that which is additional to, or different from, that which is made generally for most children in school. Assessment is an ongoing core process throughout the school. It is a check that each child is making adequate progress against the national expectations set for each year group from Reception through to Year 6. If a child is not making the expected progress, then we identify a need and determine the reasons why.  Adequate progress is defined as that which:  ● closes the attainment gap between the child and children of a similar age  ● prevents the attainment gap growing wider  ● is similar to that of peers starting from the same attainment baseline, but less than the majority of their peers  ● matches or is better than the previous rate of progress ensures that a child has full access to the curriculum in line with their peers  ● demonstrates an improvement in self-help, social or personal skills  ● demonstrates improvement in a child’s behaviour allowing them to be receptive to learning. |
| **How does the school know that my child needs help?** | Working alongside and in partnership with you, we make sure we are regularly in discussions with parents about the welfare of the children. All the staff are involved in monitoring the children’s progress carefully and interventions are put into place to support any child that needs support or challenge beyond normal class’ adapted teaching. Progress Meetings are held every term between class teachers and SLT to monitor the progress of all children. The class teacher will discuss specific children with the SENDCo and the decision may then be taken to gather further evidence by looking at work, making observations or carrying out assessments to help identify any special educational need the child may have. Parents and carers are fully involved in this process too as this way of partnership working is vital. The school holds parents and carers meetings in the Autumn and Spring terms. More regular meetings are instigated by both parents and staff if the need arises. The school actively uses the Swindon Core Standards, Early Help Process and Team around the child meetings to identify need, share information and work closely with families and other professionals. |
| **How will St Leonard’s Primary Academy support my child?** | Children who have been identified as having special educational needs will receive additional targeted support aimed at enabling them to make progress in order to close the learning gap with their peers or, if currently working beyond their peer group, to make progress at a suitable rate to their needs. The amount, type and frequency of support will depend on the needs of the child. Sometimes this will be done in class, either by the class teacher or the teaching assistant. Sometimes the child might be learning using a specific programme either 1:1 or in a small group. The SENDCo works to support, monitor the impact of and advise with this work.  The SENDCo works with the assigned Academy Council Member for SEND to monitor the impact of the additional support in place. Children may be part of group provision mapping (short term targeted intervention in small groups); May have an Early Help Record (EHR); School Pupil Tracker (progress plan) or may be considered for an Education Health Care Plan (EHCP). Whatever stage they are on, you, as parents and carers, will be fully informed and involved. |
| **What external services do you use?** | External specialists we use are (but are not limited to):-   * Speech and Language therapy * Social, Communication and Interaction Difficulties * Autistic Outreach services * Advisory teacher for Physical Disability * Advisory teacher for Visual impairment * Advisory teacher for Hearing Impairment * Social, Emotional and Mental Health Team * Occupational Therapy * Paediatrician * Assisted Technology Service * School Nurse * Specific Learning Difficulties Advisory Service * Educational Psychology * Targeted Mental health Service (TaMHS)   When a child is demonstrating further cause for concern or their learning need is more complex and persistent than can be met by the school interventions already put in place, school will engage with relevant external services.  For these children, the difference between their attainment and that of the other children is widening and this needs further investigation. A request for support from external services is likely to follow a decision taken jointly by school staff in consultation with parents. In seeking the support of external support services, those visiting the school will need to have access to the child’s records in order to establish which strategies have already been tried and parental permission must be given.  The external specialist may:  ● act in an advisory capacity to refine targets set by the school  ● extend the expertise of the teaching Staff  ● provide additional assessment for evidence gathering  ● be involved in supporting the child directly  ● suggest that a statutory assessment is advisable  ● consult with all parties involved with the child  ● provide support to parents and carers |
| **How will I know how my child is doing and how will you support me to help my child’s learning?** | We are always happy to discuss your child with you - a member of staff is usually available first thing after school or appointments can be made at the School Office. In addition to this, we hold parent and carer’s evenings for children on our SEN register a week before parents evenings – this is an opportunity to have a more in-depth parents evening in private. Annual report to parents also come out in July each year and induction sessions for each year group happen at the end of each year to support transition. In some circumstances, we will, in agreement with you, set up additional communication sessions or home-school books to help support your child. |
| **How will the curriculum be matched to my child’s needs?** | All of the teaching and learning at St Leonard’s CE Primary Academy is adapted in a variety of ways - sometimes the outcomes expected will be different; sometimes the support may be different and sometimes the resources used may be different. Whatever the adapted teaching is, it is aimed at the child making the next step they need in their learning within that specific part of the curriculum. |
| **What should I do if I am concerned about how my child is feeling or about their learning progress?** | We are always happy to discuss your child’s feelings and progress with you at any time. The staff are available for brief discussions after school and a member of our Senior Leadership Team is usually available on the gate in the mornings too. If you need a longer discussion then please pop in to the school office to book an appointment with the class teacher in the first instance and then if needed with the head teacher or the SENDCo. Although we have regular parent meetings, we always prefer you to contact us as soon as a concern arises so that we can work together to resolve a situation. |
| **How is my child involved in this process?** | Children are at the heart of all we do and their understanding of their own needs and skills is key to our ethos here at St Leonard’s. Children, with parental agreement, can have 1:1 specialist support if needed to enable them to talk through their feelings and find ways of dealing with things that have happened to them. All the children are involved in target setting and assessment and contribute to parent review meetings and their own reports at the end of the year. The ethos of our school encourages all children to celebrate their own and others achievements of the next steps in learning – ‘Living and Learning with God’s Help’. |
| **My child is coming to or leaving your school - how do you support transition?** | Whatever year group your child joins us in, they will be offered the opportunity of one or more shorter trial sessions to help them settle in. They will then be buddied up with another child or children who will take care of them for the first few days/weeks.  Your child will also be given some 1:1 time each week with an adult for the first term to give them time to ask any questions that they need to ask. If your child has specific needs already identified, we will liaise closely with the previous school or placement to ensure a smooth transition. For children leaving us to go to another school or to move on to secondary school, we will ensure that all necessary information is passed on to make the transition to their new school as smooth as possible. If your child has specific needs, we would work with the new school over extended transition arrangements if these were necessary. |
| **Useful Links** | Details the Local Offer for Swindon  <https://localoffer.swindon.gov.uk/home>  The SEN Code of Practice issued by the government is available at [https://www.gov.uk/government/publications/send-code-of-prac tice-0-to-25](https://www.gov.uk/government/publications/send-code-of-prac%20tice-0-to-25)  Swindon SEND Family Voice- Gives advice and support to parents.  <https://swindonsendfamiliesvoice.org.uk> |
| **Other Policies Linked to SEN** | SEND Policy Admissions Policy - current year - gives details of admission arrangements for pupils with SEND  Accessibility Policy and Plan  Equality and Diversity Policy - the steps taken to prevent pupils with SEN from being treated less favourably than others pupils |

***Headteacher : Mrs Clare Johnson***

***SENDCo : Mrs Clare Johnson (***[***senco@stleonards.swindon.sch.uk***](mailto:senco@stleonards.swindon.sch.uk)***)***

***SEND Operational Lead: Mrs Hayley Welch***

***SEND Governor : Mrs Janis Milsom***

***Designated Lead for Looked After Children : Mrs Clare Johnson***