



*“Loving and Learning for Life, as Jesus taught us.”*

## **Leonard Stanley C of E Primary School**

### **School Offer**

**Title: School Offer**

**Person(s) who created policy: Head teacher/SENDCo**

**Date reviewed: September 2020**

**Review Frequency: Annual**

**Date for next review: September 2021**



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1. An Introduction
2. ‘Areas of Need’ explained
3. The Waves of intervention available at Leonard Stanley.
4. Frequently asked questions
5. SENDCO

## 1. Introduction

### **Leonard Stanley C. of E. (Aided) Primary School**

#### **‘SCHOOL OFFER’**

Leonard Stanley believes that all pupils should be respected and valued as per our Own School Values, based on Christian Values.

At Leonard Stanley we all strive hard to ensure that all pupils:

- Have a wide and balanced curriculum which is differentiated to meet individual needs
- Can learn and make progress according to their individual developmental trends
- Are assessed using appropriate assessment tools and guidelines
- Have equal access to resources, provision and interventions as needed

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality,

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personalised teaching. It may take the form of additional support from within a setting or require involvement of specialist staff or support services.

Our School has a Special Educational Needs Co-ordinator (SENDCO) who is responsible for the management of provision and or support for identified pupils with SEND. They will also support teachers and other staff to enable them to provide appropriate assessment and focussed provision for children in their classes with SEND.

All teachers are teachers of SEND pupils and as such provide quality first teaching which takes account of the particular individual needs of pupils with SEND within the classroom.

All school policies can be accessed on the school website -

[www.leonardstanley.gloucs.sch.uk](http://www.leonardstanley.gloucs.sch.uk)

Gloucestershire County Council Local Offer.
Link to Gloucestershire County Council Local Offer <a href="https://www.glofamiliedirectory.org.uk/kb5/gloucs/glofamilies/home.page">https://www.glofamiliedirectory.org.uk/kb5/gloucs/glofamilies/home.page</a>



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## 2. Areas of Need Explained

The Code of Practice' states that there are four main areas which cover

Special Educational Needs. These areas and their meanings are outlined in the chart below.

Area of Special Educational Need	Relating to difficulties with:
<b>Communication and Interaction</b>	<p>Children may have a delay or disorder in one or more of the following areas:</p> <p><b>Attention/Interaction Skills:</b> May have difficulties ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. May need individual motivation in order to complete tasks. Difficulty attending in whole class. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation.</p> <p><b>Understanding/Receptive Language:</b> May need visual support to understand or process spoken language. May need augmented communication systems. Frequent misunderstandings. Repetition of language and some basic language needs to be used to aid their understanding.</p> <p><b>Speech/Expressive Language:</b> May use simplified language and limited vocabulary. Ideas/ conversations may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system. Grammar/phonological awareness still fairly poor and therefore their literacy can be affected.</p>



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<p><b>Cognition and Learning</b></p>	<p>May have difficulties with the skills needed for effective learning such as use of:</p> <ul style="list-style-type: none"> <li>• Language, memory and reasoning skills</li> <li>• Sequencing and organisational skills</li> <li>• An understanding of number</li> <li>• Problem-solving and concept development skills</li> <li>• Independent learning skills</li> </ul> <p>Children may have a Specific Learning Disability such as Dyslexia, Dyscalculia, Dyspraxia or Dysgraphia.</p> <ul style="list-style-type: none"> <li>* Fine and gross motor skills</li> <li>* Decision making</li> <li>* Information processing</li> <li>* Exercising choice</li> </ul>
<p><b>Social, Mental and Emotional Health.</b></p>	<p>May have difficulties with social and emotional development which may lead to or stem from:</p> <ul style="list-style-type: none"> <li>• Social isolation</li> <li>• Behaviour difficulties</li> <li>• Attention difficulties (ADHD)</li> <li>• Anxiety and depression</li> </ul> <ul style="list-style-type: none"> <li>* Attachment disorders</li> <li>* Low self esteem</li> <li>* Issues with self-image</li> </ul>
<p><b>Sensory and/or Physical</b></p>	<p>These pupils may have a medical or genetic condition that could lead to difficulties with:</p> <ul style="list-style-type: none"> <li>• Specific medical conditions</li> <li>• Gross/fine motor skills</li> <li>• Visual /hearing impairment</li> <li>• Accessing the curriculum without adaptation</li> <li>• Physically accessing the building(s) or equipment.</li> <li>• Over sensitivity to noise / smells / light / touch / taste.</li> </ul>



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	<ul style="list-style-type: none"> <li>Toileting / self-care.</li> </ul>
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### 3. Waves of Intervention



The school provides a graduated response to each child dependent on the level of need. These are often referred to as waves of intervention.

Wave 1: Quality first teaching through differentiation in English and Maths lessons.

Wave 2: Small group support for those pupils who are achieving below age expected levels

Wave 3: Focussed, individualised programmes for pupils working well below age expectation

<b>Teaching Approach</b>	<b>Whole School Approach. Wave 1 intervention</b>	<b>Targeted Support for Individual or small groups. Wave 2 intervention</b>	<b>Specialised Intervention for those with addition needs. Wave 3 Intervention</b>
	<ul style="list-style-type: none"> <li>*Access to a varied and stimulating Curriculum.</li> <li>*Use of different Individualised teaching approaches according to needs.</li> <li>*Hands on learning School visits.</li> <li>*Good use of visual and practical learning.</li> </ul>	<ul style="list-style-type: none"> <li>* Phonics groups</li> <li>* 1:1 reading (targeted)</li> <li>* Comprehension groups</li> <li>* Handwriting groups</li> <li>* Spelling</li> </ul>	<ul style="list-style-type: none"> <li>* Differentiated outcomes to match the Individual needs of the child with additional support where appropriate.</li> </ul>



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	<ul style="list-style-type: none"> <li>*Remove all potential barriers for all pupils while also providing support for pupils during learning Activities.</li> <li>*A range of technology to support and aid quality teaching.</li> <li>*Consideration of differing culture and beliefs</li> <li>*Setting groups with other children</li> <li>*Small guided groups</li> <li>*Opportunity for guided and independent work</li> <li>* Opportunities to develop positive self-esteem, independent learning, enabling pupils to exercise choice, involvement in decision making and problem solving.</li> <li>*Extra adult support</li> </ul>	<ul style="list-style-type: none"> <li>* Maths Support (targeted)</li> <li>* Parental discussions with SENDCO.</li> </ul>	<ul style="list-style-type: none"> <li>* My Plan +</li> </ul>
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### 3. Waves of Intervention

<b>Communication and Interaction</b>	<b>Whole School Approach</b>  <b>Wave 1 Intervention</b>	<b>Targeted Support for Individual or small groups.</b>  <b>Wave 2 intervention</b>	<b>Specialised Intervention for those with addition needs.</b>  <b>Wave 3 Intervention</b>
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<ul style="list-style-type: none"> <li>•Speech, Language and Communication</li>   <li>•Autistic Spectrum Disorders</li> </ul>	<ul style="list-style-type: none"> <li>•Drama/Role play</li> <li>•Outside theatre groups/shows and Workshops.</li> <li>•GoldenTime/Peer Interaction</li> <li>•Outdoor learning activities/areas to support environmental Learning.</li> <li>•Puppets</li> <li>•Full inclusion in all school assessment and tasks.</li> <li>•Clear verbal instructions/explanations which can be simplified along with visual or concrete support.</li> <li>• Visual timetables</li> </ul>	<ul style="list-style-type: none"> <li>• Additional Speaking and Listening groups               <ul style="list-style-type: none"> <li>• Makaton</li> <li>• Social Stories</li> <li>• Referral to the Speech and Language Therapist</li> </ul> </li> <li>• Referral to the communication and Interaction Team (Advisory Teacher Service)</li> </ul>	<ul style="list-style-type: none"> <li>• Application for an Education Health Care Plan if needed</li> <li>•SENDCO monitoring to ensure appropriate intervention and access to learning</li> </ul>
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### 3. Waves of Intervention

Cognition And Learning	Whole School Approach  Wave 1 Intervention	Targeted Support for Individual or small groups. Wave 2 intervention	Specialised Intervention for those with addition needs. Wave 3 Intervention
<ul style="list-style-type: none"> <li>•Moderate Learning Needs</li> <li>•Severe Learning Difficulties</li> </ul>	<ul style="list-style-type: none"> <li>•Use of different individualised teaching approaches according to needs.</li> <li>•Hands on learning</li> <li>•School visits</li> <li>•Good use of visual and practical learning.</li> <li>•Remove all potential barriers for all pupils while also providing support for pupils during learning activities.</li> <li>•Appropriate quality resources</li> <li>•Positive learning environment</li> <li>•A curriculum delivered appropriate to level of ability and understanding.</li> </ul>	<p>Small group work (occasionally 1:1) delivered by a teaching assistant or teacher.</p> <p>Children chosen for Wave 2 support are those who are slightly behind and can ‘catch up’ with the rest of their age group.</p> <p>At Leonard Stanley we run a variety of different interventions; these are designed to match the needs of the individual children and will change regularly. In addition to these interventions we also run a number of</p>	<ul style="list-style-type: none"> <li>• Access to a Specialist Teacher Advisor</li> <li>* Access to an Educational Psychologist</li> <li>* My Plan +/-My Assessment</li> <li>* Application for an Educational Health Care Plan (EHC)</li> <li>* SENDCO assessments and monitoring to ensure appropriate intervention and access to learning</li> </ul>



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	<ul style="list-style-type: none"><li>•Access to a full and broad curriculum.</li><li>•Consideration of home, cultural, language and heritage</li><li>•Promotion of a positive attitude towards learning and behaviour</li><li>*Motivation to help build positive self-esteem, increase concentration.</li><li>*Lesson differentiated in order to include both sensory and physical disabilities.</li></ul>	nationally designed interventions to help support the children with their learning, these include:-  Precision Teaching  Apples and Pears  Dancing Bears  Wellington Square	
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### 3. Waves of Intervention

<b>Sensory and Physical Needs:</b>	<b>Whole School Approach</b>  <b>Wave 1 Intervention</b>	<b>Targeted Support for Individual or small groups.</b>  <b>Wave 2 intervention</b>	<b>Specialised Intervention for those with addition needs.</b>  <b>Wave 3 Intervention</b>
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<ul style="list-style-type: none"> <li>•Hearing Impairment</li> <li>*Visual Impairment</li> <li>•Multi-Sensory Impairment</li> <li>•Physical Needs</li> <li>* Medical Needs</li> </ul>	<ul style="list-style-type: none"> <li>* Whole school approach</li> <li>•After school clubs</li> <li>•Outside play areas / swimming</li> <li>•A fully inclusive and differentiated class / curriculum approach according to individual needs</li> <li>*Audit of environment to consider adaptations (as required)</li> </ul>	<p>Handwriting practice</p> <ul style="list-style-type: none"> <li>• Extra 1:1 / small group activities</li> <li>•Targeted small group / individual intervention to address specific needs such as: - self-help skills, touch typing and Independence</li> <li>• Physical aids where necessary or where advised by Specialists</li> <li>• Parent discussion with SENDCO/Class teachers.</li> <li>. Fizzy programme.</li> </ul>	<ul style="list-style-type: none"> <li>• Access and liaison with the OT (Occupational Therapist) or to the ATS</li> <li>• Access and liaison with Physiotherapists.</li> <li>• SENDCO assessments and monitoring to ensure appropriate intervention and access to learning.</li> <li>• 1:1 support if required.</li> <li>• Extra support and access to appropriate ICT interventions if needed.</li> </ul>
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### 3. Waves of Intervention



Social, Mental and Emotional Health:	Whole School Approach  Wave 1 Intervention	Targeted Support for Individual or small groups.  Wave 2 intervention	Specialised Intervention for those with addition needs.  Wave 3 Intervention
<ul style="list-style-type: none"> <li>• Moderate Learning Needs</li> <li>• Severe Learning Difficulties</li> </ul>	<p>* All pupils can confidently grow in a safe, caring, supportive and purposeful environment that enables the development of relationships based on mutual respect and understanding. As according to our school values.</p> <ul style="list-style-type: none"> <li>• Small group activities to address needs.</li> <li>• Opportunities for children to talk about any fears, confusion and guilt</li> <li>• Opportunities for children to meet</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour Logs / Charts/Plans.</li> <li>* Parent discussion with SENDCO</li> <li>* P.S.H.C.E.</li> <li>* Social Stories/Chat Club Interventions</li> <li>Therapeutic Lego</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to CYPS (formerly Child and Adolescent Mental Health Services)</li> <li>• Support from Multi Agency Behaviour Support</li> <li>Referral to Early Help</li> <li>• Completion of a ‘ My Plan +’/My Assessment</li> <li><input type="checkbox"/> 1:1 support</li> <li>• Full inclusion in all school assessment and tasks</li> <li><input type="checkbox"/> SENDCO /teacher</li> </ul>



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	<p>adults they can trust and to participate in activities where they can meet other Children</p> <ul style="list-style-type: none"> <li>•Continuity of care and minimal disruption of routines during a crisis</li> <li>•Breakfast and After School Clubs.</li> </ul>		<p>assessments and monitoring ensure a intervene access to learning</p>  <p>Therapeutic Lego</p>
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#### 4. Questions.

##### Regularly Asked Questions and Answers

##### How does Leonard Stanley Primary School know if children need extra help?

Children may be identified as having SEND through a variety of ways including the following:-

- Liaison with previous school/Early Years/Nursery Setting
- Child performing below age expected levels
- Concerns raised by Parent
- Through regular teacher/SENDCO meetings and by close monitoring of the School Pupil Tracker.
- Concerns raised by teacher.
- Liaison with external agencies
- Health diagnosis through paediatrician/doctor

As a school we measure children’s progress and attainment in learning against National and age related expectations.

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children’s progress from entry at Early Years or at such a time as the child enters the school, referencing any previous assessment or interventions.

Children who are not making expected progress are picked up through Pupil Progress Reviews and

assessments

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##### What should I do if I think my child may have special educational needs?

Talk to us – firstly contact your child’s class teacher. If you require more information contact the SENDCO or Head Teacher. We pride ourselves on building positive



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#### 4. Questions. (cont.)

##### **How will the curriculum be matched to my child's needs?**



All work within class is differentiated at an appropriate level so that all children are able to access according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions work may be individually differentiated.

##### **How do we know if the support or strategies used have had an impact?**

In school we will set and use individual outcomes to assess and review progress of the children. We will use these outcomes to monitor pupil's progress academically against national and age expected levels and update regularly. This may involve breaking down into smaller steps or using a different approach to ensure progress is made.

Children may move off of the SEND register when they have made sufficient progress.

##### **How will I know how my child is doing and how will you help me to support my child's learning?**

The class teacher will meet with parents at least twice a year (this could be as part of Parent's evening) to discuss your child's needs, support and progress. For further information the SENDCO is available to discuss support in more detail.

We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENDCO and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.

We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

Your child may have a 'My plan' / 'My Plan +/My Assessment' in place and therefore the outcomes set are 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 (Education Health Care Plan) which means that regular reviews will take place to discuss their progress and a report will be written. At these review meetings changes may be made to the EHCP should changes to circumstances occur or concerns arise.

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#### 4. Questions. (cont.)



##### **How will my child be able to contribute their views?**

We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the Pupil Council which has an open forum for any issues or viewpoints to be raised. Children who have 'My Plans/My Plans+' will be encouraged to discuss and set their own outcomes with their class teacher.

If your child has an EHCP planning meeting or a review of their EHCP then their views will be obtained prior to any meetings and if it is felt appropriate your child will be invited to attend.

##### **What support will there be for my child's overall well-being?**

We are an inclusive school, we welcome and celebrate diversity. All staff appreciate the importance of children having high self-esteem in order to achieve positive well-being. At Leonard Stanley Primary School we commit to our own values and ensure pupils are able to develop in a caring, fair and understanding environment.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this should be the parents' first point of contact.

If further support is required the class teacher can liaise with the SENDCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.

The school has a policy regarding the administration and managing of medicines on the school site. Parents need to contact the schools Administer to discuss this.

School will generally not take responsibility for other medicines such as cough medicines however we may be able to administer prescribed medicines following discussions with parents.

##### **What specialist services and expertise are available at or accessed by Leonard Stanley**

###### **Primary School?**

Our SENDCO is fully qualified.

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: Multi-agency Behaviour Support, Health including: School Nurse, General Practitioners, ATS (Advisory Teaching Service), CYPS (formerly Child and Adult Mental Health), Paediatricians, OT (Occupational Therapist) and the Speech & Language Therapy service. We also work very closely with Social Care and the Education Psychologists.

Should your child require any form of involvement with an outside agency then the school would immediately inform you and obtain permission to pursue any kind of professional intervention.

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#### 4. Questions. (cont.)



##### **What training have staff had or are going to have?**

The school has a School Development Plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND.

- \* Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a SEND.
- \* Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their classes.
- \* Individual training for an identified staff member linked with the needs of a child with special educational needs and/or disabilities are identified through the Performance Management process.

Our TAs have had training in delivering reading and spelling / phonic programmes/Therapeutic Lego.

As a staff we have regular training and updates of SEND conditions, Medication use and resources

/interventions available for our pupils in order to ensure all staff are able to manage pupils accordingly.

##### **What are the Governors responsibilities?**

We have a SEND Governor who meets with the SENDCO regularly to discuss, changes, needs in school, current concerns and budget. The Governors are then also able to agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.

##### **How will my child be included in activities outside the classroom including school trips?**

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

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#### 4. Questions. (cont.)



##### **How accessible is the school environment?**

At Leonard Stanley any resources needed for access may be assessed by OT and Physiotherapy in order for us to ensure ease of access and safety for all.

##### **How will Leonard Stanley Primary school prepare and support my child to join the school and then transfer to secondary school?**

We encourage all new children to visit the school prior to starting when they will be shown around the school and any concerns can be addressed. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings.

School / Parents may also feel the need to arrange several transition meetings / sessions between the schools in order to alleviate pupil concerns. During the summer term, our SENDCO will meet/liaise with the SENDCO at the appropriate secondary school to discuss the transition process. Many of our ‘feeder’ secondary schools run a programme specifically tailored to aid transition for the more vulnerable pupils.

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. If your child has complex needs, then an Education Health Care Plan review may be used as a transition meeting during which we will invite staff from both schools to attend.

##### **How are resources allocated and matched to children’s special educational needs?**

We ensure that all children who have Special Educational Needs are met to the best of the school’s ability with the funds available. We will often allocate Teaching Assistants who are funded by the SEND budget to deliver programmes designed to meet groups of children’s needs.

The budget is allocated on a needs basis.

##### **How is the decision made about what type and how much support my child will receive?**

The class teacher alongside the SENDCO will discuss the child’s needs and what support would be appropriate. Different children will require different levels of support in order to help bridge the gap and achieve age expected levels. This will be through on-going discussions with parents.



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#### 4. Questions. (cont.)



##### **How will my child's needs be addressed?**

###### Stage of SEN Code of Practice: School SEND Support

This means they have been identified by the SENDCO and Class Teacher as needing some extra specialist support in school from a professional outside the school. This may be from outside agencies such as: Advisory Teaching Service, Educational Psychology or Speech and Language therapy (SALT) Service.

For your child this would mean:

Your child will have been identified by the class teacher or SENDCO (or you will have raised your own concerns) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.

You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. You will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.

The specialist professional will work with your child to understand their needs and make recommendations, which 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.
- Support to set better outcomes which will include their specific expertise.
- A group run by school staff under the guidance of the outside professional e.g. a social skills group.
- A group or individual work with outside professional.

The school may suggest that your child needs some individual support in school. They will tell you how the support will be used and what strategies will be put in place. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

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#### 4. Questions. (cont.)



##### **The Statutory Assessment Process:** (E.H.C.P.)

The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer, on the Gloucestershire County Website.

After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you and other relevant professionals), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. (EHP)

If this is the case they will ask you and all 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 'My Plan +'.

After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they may need support in school to make good progress. If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support at 'My Plan + and set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

The EHCP will outline the individual/small group support your child will receive and how the support should be used and what strategies must be put in place. It will also have long and short term outcomes for your child. The strategies put in place may be to support your child with whole class learning, run individual programmes or run small groups including your child.

##### **Funding**

Schools are expected to provide the first £6,000 worth of additional support, in addition to universal provision available to all. Pupils requiring support which exceeds £6,000 are classed as 'high needs' pupils and top up funding may be available to meet identified educational needs if an EHCP is in place.

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#### 4. Questions. (cont.)



##### **What support is there for improving behaviour, attendance and avoiding exclusion?**

As a school we have a very positive approach to all types of behaviour with a clear behaviour system that is followed by all staff and pupils. If a child has behavioural difficulties, a Behaviour Support Plan is written alongside the child and parents to identify the specific issues, put relevant support in place and set outcomes.

After any behaviour incident we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.

Attendance of every child is monitored on a daily basis by the School Attendance Officer. Lateness and absence are recorded and reported upon to the Head Teacher. Good attendance is actively encouraged throughout the school.

Families who struggle with attendance and lateness receive a letter from the Head Teacher and discussions may take place to see how the school can help resolve the issues contributing to the lateness of the child.

##### **Who can I contact for further information?**

Your main point of contact would always be the class teacher and then following this you may need to speak to the Headteacher and SENDCO.

##### **What should you do if you feel that the Local Offer is not being delivered or is not meeting your child's needs?**

First point of contact would be your child's class teacher to share your concerns.

You could also arrange to meet Mrs Howard our SENDCO / and / or Mr Green our Head teacher.

##### **Who should I contact if I am considering whether my child should join Leonard Stanley Primary School?**

In this instance you can contact the school office to arrange a meeting with the HeadTeacher to discuss how the school could meet your child's needs.

##### **How is the local offer reviewed?**

This local offer will be reviewed annually to reflect the changing needs of the children who join and are developing in our school. Part of this review process will involve contributions from parents and governors.

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## 5. Your SENDCO



**SENDCO:** Mrs Sarah Howard

Working as part of the Senior Leadership Team (SLT), the SENDCO works closely with all staff in school, parents, outside agencies and colleagues throughout the county. The SENDCO has the responsibility of co-ordinating the provision made for individual children with: Special Educational Needs, Social and Emotional Needs and English as an additional Language.

### **Support is available through:**

Giving advice on issues related to Special Educational Needs, Social and Emotional difficulties, pupils with English as an additional Language.

- Meeting with parents to discuss any concerns they may have about their child’s development or learning difficulties
- Assessments of individual pupils to identify need.
- Referrals may be made to a range of other professionals such as:
  - Educational Psychologist,
  - Speech and Language and Specialist Teacher Advisors
  - Gloucestershire Advisory Teacher service
    - Team for Communication and Interaction Needs.
    - Team for Hearing Impairment & Visual Impairment
    - Team for Physical Disability and Cognition & Learning /  
Behavioural, Emotional and Social Difficulties.



*“Loving and Learning for Life, as Jesus taught us.”*

Updated September 2020

Leonard Stanley School Offer  
Next Review: Sept 2021