



“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: November 2021

Review Frequency: Annual

Date for next review: September 2022



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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’

Loving and Learning for Life as Jesus Taught Us.

Vision statement:

Leonard Stanley C of E Primary School promotes a happy, healthy and safe Christian environment where everyone feels valued and respected and where each pupil is given the opportunity to develop to their full potential through inspiring teaching and a creative curriculum.

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 **D.E.E.P.** curriculum which is differentiated to meet individual needs (**D**esigned for Challenge, **E**xperiential, **E**nvironmentally immersive, **P**roject-real)
- 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, personalised teaching. It may take the form of additional support from within a setting or require involvement of specialist staff or support services.

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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 -

<https://www.leonardstanley.gloucs.sch.uk>

Gloucestershire County Council Local Offer.
Link to Gloucestershire County Council Local Offer https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/home.page



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



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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

Teaching Approach	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"> *Access to a varied and stimulating Curriculum. *Use of different Individualised teaching approaches according to needs. *Hands on learning School visits. *Good use of visual and practical learning. *Remove all potential barriers for all pupils while also providing support for pupils during learning Activities. *A range of technology to support and aid quality teaching. *Consideration of differing culture and beliefs 	<ul style="list-style-type: none"> * Phonics groups * 1:1 reading (targeted) * Comprehension groups * Handwriting groups * Spelling * Maths Support * Parental discussions with SENDCO/Class teacher. 	<ul style="list-style-type: none"> * Differentiated outcomes to match the individual needs of the child with additional support where appropriate.



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	<ul style="list-style-type: none"> *Setting groups with other children *Small guided groups *Opportunity for guided and independent work * Opportunities to develop positive self-esteem, independent learning, enabling pupils to exercise choice, involvement in decision making and problem solving. *Extra adult support 		
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Communication and Interaction	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
Speech, Language and Communication Autistic Spectrum Disorders	<ul style="list-style-type: none"> •Drama/Role play •Outside theatre groups/shows and Workshops. •GoldenTime/Peer Interaction •Outdoor learning activities/areas to support environmental Learning. •Puppets •Full inclusion in all school assessment and tasks. 	<ul style="list-style-type: none"> • Additional Speaking and Listening groups • Makaton • Social Stories • Referral to the Speech and Language Therapist • Referral to the communication and Interaction Team (Advisory Teacher Service) 	<ul style="list-style-type: none"> • Application for an Education Health Care Plan if needed •SENDCO monitoring to ensure appropriate intervention and access to learning



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	<ul style="list-style-type: none"> • Clear verbal instructions/explanations which can be simplified along with visual or concrete support. • Visual timetables 		
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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
Moderate Learning Needs Severe Learning Difficulties	<ul style="list-style-type: none"> • Use of different individualised teaching approaches according to needs. • Hands on learning • School visits • Good use of visual and practical learning. • Remove all potential barriers for all pupils while also providing support for pupils during learning activities. • Appropriate quality resources • Positive learning environment • A curriculum delivered appropriate to level of ability and understanding. • Access to a full and broad curriculum. • Consideration of home, cultural, language and heritage • Promotion of a positive 	<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 nationally designed</p>	<ul style="list-style-type: none"> • Access to a Specialist Teacher Advisor * Access to an Educational Psychologist * My Plan +/My Assessment * Application for an Educational Health Care Plan (EHC) * SENDCO assessments and monitoring to ensure appropriate intervention and access to learning



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	<p>attitude towards learning and behaviour</p> <p>*Motivation to help build positive self-esteem, increase concentration.</p> <p>*Lesson differentiated in order to include both sensory and physical disabilities.</p>	<p>interventions to help support the children with their learning, these include:-</p> <p>Precision Teaching</p> <p>Apples and Pears</p> <p>Dancing Bears</p>	
Sensory and Physical Needs	Whole School Approach	Targeted Support for Individual or small groups.	Specialised Intervention for those with addition needs.
	Wave 1 Intervention	Wave 2 intervention	Wave 3 Intervention
<p>Hearing Impairment</p> <p>Visual Impairment</p> <p>Multi-Sensory Impairment</p> <p>Physical Needs</p> <p>Medical Needs</p>	<p>* Whole school approach</p> <ul style="list-style-type: none"> •After school clubs •Outside play areas / swimming •A fully inclusive and differentiated class / curriculum approach according to individual needs <p>*Audit of environment to consider adaptations (as required)</p>	<p>Handwriting practice</p> <ul style="list-style-type: none"> • Extra 1:1 / small group activities •Targeted small group / individual intervention to address specific needs such as: - self-help skills, touch typing and Independence • Physical aids where necessary or where advised by Specialists • Parent discussion with SENDCO/Class teachers. • Fizzy programme. 	<ul style="list-style-type: none"> • Access and liaison with the OT (Occupational Therapist) or to the ATS • Access and liaison with Physiotherapists. • SENDCO assessments and monitoring to ensure appropriate intervention and access to learning. • 1:1 support if required. • Extra support and access to appropriate ICT interventions if needed.



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Social, Emotional and	Whole School Approach	Targeted Support for Individual or small groups.	Specialised Intervention for those with addition needs.
4. Questions.	Wave 1 Intervention	Wave 2 intervention	Wave 3 Intervention
Moderate Learning Needs	<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"> • Behaviour Logs / Charts/Plans. 	<ul style="list-style-type: none"> • Referral to CYPS (formerly Child and Adolescent Mental Health Services)
Severe Learning Difficulties	<ul style="list-style-type: none"> •Support from Multi Agency Behaviour Support •Small group activities to address needs. •Opportunities for children to talk about any fears, confusion and guilt •Opportunities for children to meet adults they can trust and to participate in activities where they can meet other Children •Continuity of care and minimal disruption of routines during a crisis 	<ul style="list-style-type: none"> * Parent discussion with SENDCO * P.S.H.C.E. *Social Stories/Chat Club Interventions Therapeutic Lego 	<ul style="list-style-type: none"> •Support from Multi Agency Behaviour Support Referral to Early Help •Completion of a ‘ My Plan +’/My Assessment <input type="checkbox"/> 1:1 support •Full inclusion in all school assessment and tasks <input type="checkbox"/> SENDCO /teacher assessments and monitoring to ensure appropriate intervention and access to learning Therapeutic Lego



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Regularly Asked Questions and Answers

1, 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/SENDSCO 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.

2, 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 SENDSCO or Head Teacher. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

3, How will Leonard Stanley Primary School staff support my child?

Our SENDSCO working with the class teachers will closely monitor all provision and progress of any child requiring additional support across the school. The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. There may be a Teaching Assistant (TA) working with your child either individually or as part of a group.

4, 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.

5, 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



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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.

6, 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.

7, 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.

8, 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

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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 maybe able to administer prescribed medicines following discussions with parents.

9, 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.

10, 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.

11, 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.

12, 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



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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.

13, 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.

14, 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/liase 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.

15, 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.

16, 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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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