

School Information Report



School Name:	Thringstone Primary School
Address:	Hensons Lane Thringstone Coalville Leicestershire LE67 8LJ
Telephone Number:	01530 222489
Name of Head Teacher:	Ella Roberts
Head Teacher contact details:	office@thringstone.leics.sch.uk
Website address:	www.thringstone.leics.sch.uk
Age Range of pupils:	2 - 11
Date of Last Inspection:	June 2016
Outcome of last inspection:	Good

Does school have a specialist designated unit/additional learning support department?

Yes No

Total number of pupils with special educational needs at school:	32 (November 2021)
Total number of pupils receiving additional learning support:	32

1. The kinds of special educational needs for which provision is made.

Thringstone Primary School is a mainstream primary school and pre-school of children 2-11 years that recognises:

“A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.”

We provide SEN support for pupils with significant needs in the following areas:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and/or Physical

We feel that every member of our school community is valued, respected and made to feel welcome within our mainstream setting. It is our mission to ensure:

- That all children have an equal right to a rich and varied curriculum.
- They receive the best provision to ensure they reach their full potential
- Our school is inclusive and we endeavor to make sure that all reasonable adjustments are made and is ‘additional to and different from’ that provided within the differentiated curriculum to respond to the four areas of need

The four categories that the school caters for can be classified into core, additional and high needs, where some children only require minimal interventions and support while others need additional support to raise the level of their learning. A few children, generally those who have existing Education Health and Care Plans (EHCP) require high needs.

2. Information about policies for the identification and assessment of pupils with special educational needs.

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability

if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught'.

At Thringstone, the children are identified with Special Educational Needs in a number of different ways:

- They could originate from a referral from a GP, a health visitor, the speech and language service etc.
- Concerns have been raised by parents/carers, about the level of progress being made by their child
- Through paediatric assessments with the Paediatrician or concerns from the school nurse

Class teachers and support staff will also have identified that a pupil is failing to make the expected progress in their learning by raising concerns about the following issues:

- Displays difficulty in developing Reading, Writing or Mathematics skills which results in a child working significantly below age related expectations
- Despite differentiated teaching approaches targeted particularly in a child's identified area of weakness, the child is still making little or no progress
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school
- Has sensory or physical needs, and continues to make little or no progress, despite the provision of specialist equipment
- Has communication and / or interaction difficulties, and continues to struggle to make progress both academically and socially

3. Information about policies for making provision for pupils with special educational needs whether or not pupils have Education Health and Care (EHC) Plans

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the academic year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

SEN provision and interventions are recorded on Personal Learning Plans and Provision Maps, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENCO. These reflect information passed on by the SENCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENCO and Head teacher and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

The SENCO monitors the movement of children within the SEN system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

Where it is determined that a pupil does have SEN, parents will be formally advised of this before inclusion of the Individual on the School SEN/Inclusion Record. The aim of normally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process: Assess; Plan; Do; Review. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

The arrangements for assessing and reviewing the progress of pupils with special educational needs

Assess - In identifying a child as needing SEN support the subject teacher, working with the SENCO should carry out a clear analysis of the pupil's needs. This should draw on subject assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staffs are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Review – Your child's progress is continually monitored by his/her class teacher. His/her progress is reviewed formally every term and they are assessed in Reading, Writing, Numeracy and Science. Children in Year 1 are required to complete the National Phonics Screen that will assess their ability to read real and pseudo words.

If your child is in Year 1 and above, but is not yet at National Curriculum expectations, a more sensitive assessment method is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.

At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.

Reviews of ongoing pupil progress in general will be made during termly 'Pupil Progress Meetings' between the Head Teacher and Class Teacher, data checks using internal tracking grids and pupil progress reports (which summaries achievement against learning targets in Reading, Writing and Maths set in class by the teacher).

Children at the SEN Support stage will have additional 'small step' learning targets which set out specific outcomes to be achieved by the end of the academic year. These desired outcomes/goals are recorded in your child's Learning Plans (which the school now uses instead of Individual Education Plans/IEPs). The Personal Learning Plan (LP) for the new academic year is shared with you at our Autumn Term Parents' Evening. Progress will be reviewed more frequently if needed. The class teacher, in conjunction with the SENCO will revise the PLP in light of pupil progress and development; new intervention programmes or levels of support will be organised as necessary, and targets updated if appropriate. The review process will also help the school to evaluate the impact and quality of the support and interventions.

In addition to the above, the progress of children with a current **Statement of SEND**, or for those with **Education, Health and Care Plans** is formally reviewed at an Annual Review with all adults involved with the child's education. Pupils accompany their parents, where this has been arranged and can participate in discussions. Detailed 'Review' reports are written and circulated to Leicestershire SEN, teachers and support staff and parents/carers. New targets for the next 12 months are identified and put into practice.

‘Every Teacher is a Teacher of SEN’. Provision for children with special educational needs is a matter for the whole school. The governing body, the school’s Head teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. A graduated approach is adopted at Thringstone:

1) **Quality First Teaching:** ‘The baseline of learning for all pupils’. (Class teacher input via excellent targeted classroom teaching). All children in school should be getting this as a part of excellent classroom practice when needed.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies are in place to support your child to learn. Your child’s teacher will have carefully checked on your child’s progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress

2) **SEN Support** - Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be monitored. Any pupil identified as having a special educational need and/or disability will be added to the school’s SEND record. Extra support will be given to these pupils to help them to make progress as a result of being acknowledged by the class teacher as having specific gaps in their understanding of a subject/area of learning.

For your child this would mean:

- He/ She will engage in group sessions with specific targets to help him/her to make more progress.
- A Teacher, or most often a Learning Support Assistant/teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher’s plan.
- You will be asked to a meeting to discuss your child’s progress and help plan possible ways forward.

However, we recognise that each child’s needs are unique and so each child will receive different support, depending upon their specific needs. The Special Educational Needs Co-coordinator (SENCO) and class teacher will decide which strategies and resources are appropriate to support your child’s needs. Where outside agencies are involved, they will provide advice about how best to support your child’s needs.

3) **SEN Support** for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. The school will draw on the support of outside agencies e.g. Speech and Language therapy to run small groups or 1:1 sessions.

For your child this would mean:

- Your child will have been identified by the class teacher/SENCO (or you will have raised your worries) 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 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 or Educational Psychologist. This will help the school and yourself understand needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- 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 targets 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

4) **Specified Individual support** for your child in school provided via a Statement of Special Educational Needs –now replaced by an Education, Health and Care Plan (EHCP). This type of support is available for children with significant special needs whose learning requirements are severe, complex and lifelong and who need more than 20 hours of support in school. Usually your child will also need specialist support in school from a professional outside the school.

For your child this would mean:

- 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 which sets out the amount of support that will be provided for your child.

After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), are severe and complex enough to warrant 20 hours of support in school to make good progress. If this is the case, they will write an EHC Plan. If they do not think your child needs this, they will ask the school to continue with 'SEN Support'. The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

At Thringstone Primary School, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. When it is decided to provide a pupil with SEN support, planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. Specially trained support staff can adapt the teacher's planning to support the needs of your child where necessary.

The nature of intervention, and the strategies employed may include the following:

- Quality teaching and support from the class teacher and LSAs. Differentiated curriculum for children with SEND when necessary.
- Individual and group support in the classroom from LSAs and the Class Teacher.
- Use of a range of resources to reinforce concepts and understanding, including the use of laptops.
- Individual support for pupils with existing Statements of Special Educational Needs and the new Health, Education and Care Plans.
- Targeted support for individuals, pairs and small groups with SEND, from the Learning Support Teacher.
- Weekly phonics support, focusing on spelling and sentence construction with small groups of SEND pupils.
- Learning Mentor support
- Voluntary reading support with a variety of children, including SEND pupils.
- Termly assessments of all pupils, to monitor progress being made and identify areas of need.

- Specific interventions programmes for Literacy and Numeracy
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness
- Staff development and training to introduce more effective strategies
- Provision of resources to enhance independent learning including sand timers, easy-grip scissors, colourful semantics folders and table top writing packs containing finger spacers, phonics sound mats and high frequency word lists.
- Targeted curriculum support strategies devised by the educational psychologist and implemented by the learning mentor, SENCo or learning support Teacher as appropriate.
- Handwriting implemented daily throughout the school as and where required.

How we will provide additional support for learning that is available to pupils with special educational needs

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching, led by Learning Support Assistants, away from the mainstream class. Teachers work closely with all staff and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum

We make sure that activities outside the classroom, and school trips are accessible to all children including those with SEND. Risk assessments are carried out for each trip and a suitable number of adults are made available to accompany the pupils, with 1:1 support if necessary. Parents/carers are invited to accompany their child on a school trip if this ensures access. After school clubs are available to all pupils. Vulnerable pupils are given priority and adjustments will be made to support participation. We ensure that equipment used for these activities is accessible to all children regardless of their needs. Health and safety audits will be conducted as and when appropriate. We have regular visits from coaches, authors, artists and musicians etc., to support different topic areas.

We celebrate our achievements and talents, irrespective of individual differences within the protected categories of the Equality Act of 2010 through special assemblies and award ceremonies.

Our broad, balanced, creative curriculum and enrichment activities therefore provide opportunities for everyone to achieve and succeed by encouraging all pupils to be actively involved in their own learning and reducing barriers to learning and participation. Together we take pride in making a positive contribution to our school and the wider community.

Support that is available for improving the emotional and social development of pupils with special educational needs.

Supporting children in their emotional and social well-being is an integral part of our curriculum for all children at Thringstone Primary School. We have a caring, understanding team who look after all of our children.

- Social Skills programs, including 'Seasons for Growth' sessions which enhance self-esteem and programs and sessions which work with children who struggle with anger management are provided in school also in school there are:
- Social skills and friendship groups
- Lego Therapy
- Sessions with our Learning Support Assistants
- Personalised behaviour programmes including rewards and sanctions to suit a child's particular needs
- Themed assemblies and lessons using the SEAL (Social and Emotional Aspects of Learning) framework support the children's personal development
- Outside agencies support within all areas including social, mental and emotional health
- We offer a wide variety of after school and before school clubs which change termly. There are opportunities with the additional funding of Pupil Premium to ensure children can access after school clubs and trips
- Pastoral care support, focusing on social and emotional development, delivered 1:1, paired or in a group as appropriate, either in or out of class. Tailored intervention programmes delivered by the school's allocated educational psychologist of children and their parents/carers, as appropriate
- Intervention from the Child and Adolescent Mental Health Service (CAMHS) for children and their parents/carers on referral, delivered at CAMHS or in school as appropriate
- Development of Forest Schools
- Buddy systems for support during playtimes and lunchtimes.
- Collaboration and communication with all external professionals involved with children, as appropriate, eg. hospital consultants, GPs and CAMHS practitioners. All staff trained in child protection at regular intervals.
- Meeting and greeting of parents/carers at the start and end of each day by all staff.
- Open door policy by all staff for all parents & carers throughout the day.

Access to Medical Interventions:

If your child has a long or short term medical illness, then please refer to the Medical Needs and

Intimate Care policies which outline the level of care and support provided at our school in detail. In summary however, strategies may include:

- Regular update sessions between SENCo and school nurse.
- Initial meetings with school nurse and parents of children with medical issues to establish child's needs in school and, where appropriate, draw up care plans.
- Staff training in the administration of support and/or medication for conditions including epilepsy, diabetes and epipen use.
- Liaison with medical professionals, eg. GPs, hospital consultants and mental health practitioners, providing ongoing treatment of children in the school.
- Posters with photographs of child and detailing the child's condition and, where relevant, required medication displayed in staffroom, the child's classroom and the school kitchen.
- Individual protocols for children with significant medical needs.
- Implementation of risk assessments.

4. The name of and contact details of SEN co-ordinator:

SENCo

Sarah Augustin (Part time Mon – Wed)

Thringstone Primary School

Hensons Lane

Thringstone

Coalville

Leicestershire

LE67 8LJ

01530 222489

office@thringstone.leics.sch.uk

Admin Support

Lynsey Treadwell

Contact details as above

Head Teacher/SENCo Support (Thurs – Fri)

Ella Roberts

Contact details as above

Our SEND Governors are Sarah Spencer and Linda Gallacher

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

The SENCo has the National SENCo Award.

All our Learning Support Assistants have received training in a wide range of interventions to support children of all needs.

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. The SENCO attends relevant SEN courses, Family of Schools SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff. One aspect of the SENCO's job is to support the class teacher in planning for children with SEND.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as Autism, Dyslexia and Speech and Language difficulties.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Outreach service. Shadowing/peer observation takes place, as does medical training to support pupils with medical care plans such as epilepsy and epi-pen training. The SENCO, with the Head teacher, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

The school builds strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion and believes that sharing knowledge and information with outside agencies is crucial in securing effective and successful SEN provision within our school. We will therefore invite and seek specialist advice, support and training from external SEN services where necessary in the identification and assessment of, and provision for, SEN. For example, outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at substantially below National Curriculum expectations than expected of children of a similar age.
- Continues to have difficulty in developing Literacy and Mathematical skills
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- Despite having received intervention, the child continues to fall behind the level of

his/her peers

The SENCO is the designated person responsible for liaising with the following (This list is not exhaustive):

- Leicestershire Education Psychology Service
- Inclusion Team
- Social Care
- Speech and Language Service (Class teacher also liaises)
- Specialist Outreach Services e.g. Autism Outreach
- Occupational Therapy
- Physiotherapy
- Education Service for Deaf & Partially Hearing Children
- Child & Adolescent Mental Health Service
- Education Service for Blind & Partially Sighted Pupils

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

All pupils with SEND will have access to Element 1 (£4000 per pupil as a basic entitlement within school delegated budget) and Element 2 of a school's budget (Additional funding through the school's delegated national SEN budget - £6000 of additional support per pupil). For those with the most complex needs, additional funding 'Top Up' Funding may be required above the £6000 of Element 2 to meet the needs of the assessed pupil – this is centrally retained by the Local Authority.

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs and Education Health and Care plans.

The Head teacher informs the governing body as to how the funding allocated to support Special Educational Needs has been employed. The Head teacher and the SENCO meet termly to agree on how to use funds directly related to statements.

7. The arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their child

Partnership plays a key role in enabling children and young people with SEN to achieve their potential.

Thringstone Primary School believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- Continuing social and academic progress of children with SEN
- Personal and academic targets are set and met effectively

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used. The SENCO is also available to meet with you to discuss your child's progress or any concerns/worries you may have.

All information from outside professionals will be communicated to you directly, or where this is not possible, in a report. Provision Maps will be reviewed with your involvement each term. A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child. The SENCO may also signpost parents of pupils with SEN to the Local Authority where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

The school's SEN Governors (Mrs Sarah Spencer and Mrs Linda Gallacher) may be contacted at any time in relation to SEN matters.

As well as the school's 'Local Offer', the school's website contains a dedicated section with details of our policy for special educational needs.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

Pupil Voice - Your child will be able to contribute at all SEND reviews should the child be old enough and/or be able to contribute. They can have their views and needs expressed at the reviews, discussions with the class teacher or their views can be sought through pupil interviews, informal discussions, through a 'Feelings' book, Social Stories, etc.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at the setting

If a parent is concerned about anything to do with the education that we are providing at our school, they should, in the first instance, discuss the matter with their child's class teacher. Most matters of concern can be dealt with in this way.

All teachers work very hard to ensure that each child is happy at school, and is making good progress; they always want to know if there is a problem, so that they can take action before the problem seriously affects the child's progress.

Where a parent feels that a situation has not been resolved through contact with the class teacher, or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the Head teacher. The Head teacher considers any such complaint very seriously and investigates each case thoroughly. Most complaints are normally resolved at this stage.

If the school cannot resolve any complaint itself, those concerned should contact the Chair of Governors, Miss Sarah Baxter. Should a parent have a complaint about the Head teacher, they should first make an informal approach to the Chair or Vice Chair of Governors. A copy of the school's complaint policy is available on request or can be accessed via the school website.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

The school budget, received from the DFE, includes money for supporting children with SEND. The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.

The Governing Body, Head Teacher and SENCO discuss all the information they have about SEND in the school, including: the children getting extra support already; the children needing extra support; the children who have been identified as not making as much progress as would be expected - and decide what resources/training and support is needed. All resources/training and support needs are reviewed regularly and changes made as required.

The Governing Body ensures that the school works with and in support of outside agencies when pupils' needs cannot be met by the school alone.

At Thringstone, some of these services currently include Education Psychology Service, Speech and Language Therapy, Hearing Support Service, Visual Support Service and Outreach – Forest Way School, who provide interventions for pupils who are not making adequate progress or who are presenting various levels of challenge.

11. The contact details of support services for the parents and carers of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

Leicestershire Traded Services Tel: 0116 232 3232

Autism Outreach Service Tel: 0116 3059400

Hearing Support Team Tel: 0116 3059400

Learning Support Team Tel: 0116 3059400

Vision Support Service Tel: 0116 305940

FWSTA Educational Psychology Services Tel: 01530 277363

SEND Information Advice and Support Service (SENDIASS Leicestershire)

(Monday to Thursday 9am to 4.30pm, Friday 9am to 4pm)

Telephone: 0116 3055614

Email: sendiass@leics.gov.uk

Website details of LA local offer: www.leicestershire.gov.uk/local-offer

12. The arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transfer to a different educational setting is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. We will make sure that all records about your child are passed on as soon as possible.
- When moving class in school: Information will be passed on to the new class teacher in advance and in all cases, a planning meeting will take place with the new teacher. All Learning Plans will be shared with the new teacher.
- Transition to a new class is facilitated by sessions during the summer term with new class teachers and environment. If your child would be helped by a book to support them understand moving on then it will be made for them.
- In Year 6: Your child will do focused learning about aspects of transition to support their understanding of the changes ahead. A member of staff from the secondary school setting comes to visit and meets with the children who will be attending their school. Where possible your child will visit their new school on several occasions and in some

cases staff from the new school will visit your child in this school. Many hold open evenings for parents to attend in order to support your decision making process about which school is the right choice for your child.

- If your child has already been identified as having special educational needs, then the SENCO at our school meets with the secondary school SENCO during the final term of Year 6. Details of the pupil's needs are passed on to the new SENCO, along with details of what support has been in place at our school to help them. Our SENCO pass on information about any outside agencies that have been involved and all SEN paperwork is passed on, including documents such as IEPs and outside agency reports. The receiving secondary school will then have all the relevant information needed to put support in place as soon as your child joins them in Year 7.
- Reception Class: Induction events take place during the summer term for all children who are joining the Foundation Stage in September. The Reception class teacher does some pre-school visits in the summer term before the children enter our school in Reception class. She speaks with your child and their key workers to gain as much information about your child as possible. If your child has already been identified as having special educational needs then the SENCO will have been invited to attend a meeting at the pre-school setting. Your child will also have visits to our school in the summer term where they will get to meet the teachers and other children that will be starting the school with them and the new school environment.
- Flexible entry to Early Years Foundation Stage class in Reception - full time and full days can be difficult and tiring for children initially, so the school adopts the policy of a staggered entry.

1. Information on our contribution to the publication of the local authority's local offer.

Leicestershire County Council's Local Offer

This can be found by visiting LC's website and clicking on the Local Offer link

Visit: www.leicestershire.gov.uk/local-offer

