



Thringstone Primary School

Believe and Achieve Together

School Information Report 2025-2026

School Name:	Thringstone Primary School
Address:	Hensons Lane Thringstone Coalville Leicestershire LE67 8LJ
Telephone Number:	01530 222489
Headteacher	Lee Swales
Website Address	www.thringstone.leics.sch.uk
Age Range of pupils	4-11
Date of last inspection	March 2022
Outcome of last inspection	Good
Does school/college have a specialist designated unit/additional learning support department?	No
Total number of pupils with special educational needs:	47
Total number receiving additional learning support:	47

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

Thringstone Primary School is a mainstream primary school of children 4-11 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 Statements of Special Educational Needs or 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. Small Steps Tracker will be used to obtain these pupils 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 parents in Autumn 2. 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

4. Our approach to teaching pupils with special educational needs

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-ordinator (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

This applies to children whose needs 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.
- 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
 - Some individual support or changes to teaching approaches
 - Support to set better targets using specialist expertise
 - A group run by school staff under guidance from the specialist

4) Specified Individual Support (EHCP)

Specified individual support is provided through 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, complex and long-term needs who require more than 20 hours of support in school.

For your child this would mean:

- The school (or you) can request a statutory assessment from the Local Authority.
- A range of evidence will be submitted, including information from parents.
- The Local Authority will decide whether your child's needs meet the threshold for an EHCP.
- If agreed, an EHCP will be issued outlining:
 - The level of support required
 - How the support should be used
 - Long- and short-term goals

The additional adult may support your child in class, through individual work or small group sessions.

5. How we adapt the curriculum and learning environment for pupils with special educational needs

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 and aim to remove barriers to learning and participation so that all children feel valued.

We recognise 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 needs of all pupils. Where SEN support is provided, planning involves consultation between the teacher, SENCO and parents.

All staff working with a child are informed of:

- Their individual needs
- Support in place
- Teaching strategies being used
- Outcomes being targeted

Support staff may adapt planning where necessary.

Support may include:

- Quality teaching and support from class teachers and LSAs
- Differentiated curriculum where appropriate
- Individual and small group support
- Use of resources including laptops
- Individual support for pupils with EHCPs
- Targeted support from the Learning Support Teacher
- Weekly phonics support focusing on spelling and sentence construction
- Learning mentor support
- Volunteer reading support
- Termly assessments to monitor progress
- Targeted literacy and numeracy interventions
- Additional adult time to implement and review interventions
- Staff training to improve provision

- Resources to support independence including:
 - Sand timers
 - Easy-grip scissors
 - Colourful semantics resources
 - Writing packs with finger spacers, phonics mats and word lists
- Strategies advised by external professionals
- Daily handwriting support where required
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6. 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.

7. 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 to support different topic areas.

8. 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.

Support available includes:

- Social skills programmes, including *Seasons for Growth* sessions which enhance self-esteem, and programmes which support children who struggle with anger management.
- 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 to support children's personal development.
- Support from outside agencies across social, mental and emotional health.
- A wide variety of after-school and before-school clubs which change termly.
- Opportunities funded through Pupil Premium to ensure children can access clubs and trips.
- Pastoral care support focusing on social and emotional development, delivered 1:1, in pairs or in groups as appropriate, either in or out of class.
- Tailored intervention programmes delivered by the school's allocated Educational Psychologist for children and, where appropriate, their parents/carers.
- Intervention from Child and Adolescent Mental Health Services (CAMHS) for children and parents/carers, delivered either in school or at CAMHS following referral.
- Development of Forest Schools provision.
- Buddy systems to support pupils during playtimes and lunchtimes.
- Collaboration and communication with all external professionals involved with children, including hospital consultants, GPs and CAMHS practitioners.
- Regular child protection training for all staff.
- Meeting and greeting of parents/carers at the start and end of each day by all staff.
- An open-door policy for all parents and carers throughout the day.

9. Access to Medical Interventions

If your child has a long or short-term medical condition, please refer to the **Medical Needs and Intimate Care Policies**, which outline the level of care and support provided in school.

In summary, support may include:

- Regular update sessions between the SENCo and school nurse.
- Initial meetings between the school nurse and parents to establish the child's needs and, where appropriate, draw up care plans.
- Staff training in the administration of medication and medical support, including epilepsy care, diabetes management and EpiPen use.
- Liaison with medical professionals such as GPs, hospital consultants and mental health practitioners.
- Display of photographs and medical information where appropriate in the staffroom, classroom and school kitchen.
- Individual protocols for children with significant medical needs.
- Implementation of risk assessments.

10. The name of and contact details of the SEN Co-ordinator

SENCo: Sarah Augustin

(Part time – Monday to Thursday)

Thringstone Primary School
Hensons Lane

Thringstone
Coalville
Leicestershire
LE67 8LJ

Telephone: 01530 222489 **Email:** office@thringstone.leics.sch.uk

Admin Support: Rebecca Thorpe (Contact details as above)

SEND Governor: Sarah Baxter

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

The SENCo has the **National SENCo Award**.

All of our Learning Support Assistants have received training in a wide range of interventions to support children with a variety of 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 SEND. The SENCo attends relevant SEN courses, Family of Schools SEN meetings and facilitates or signposts relevant SEN-focused external training opportunities for all staff.

One aspect of the SENCo's role is to support class teachers in planning for children with SEND.

We recognise the need to train all staff on SEND issues and 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 areas such as:

- Autism
- Dyslexia
- Speech and Language difficulties

Individual teachers and support staff attend training courses run by external agencies relevant to the needs of specific children in their class, for example through the Outreach Service.

Shadowing and peer observation also take place, alongside medical training to support pupils with medical care plans, such as epilepsy and EpiPen training.

The SENCo, alongside the Headteacher, ensures that training opportunities are matched to school development priorities and those identified through provision management.

Specialist Support and External Agencies

The school builds strong working relationships with external support services in order to fully support pupils with SEND and promote inclusion.

We believe that sharing information and working in partnership with outside agencies is essential to securing effective and successful SEN provision.

Specialist advice and support may be sought where a child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at a level substantially below age-related expectations
- Has ongoing difficulties with literacy or mathematics
- Experiences emotional or behavioural difficulties that significantly affect learning
- Has sensory or physical needs requiring specialist equipment or regular specialist input
- Has communication or interaction difficulties that impact social development
- Continues to fall behind peers despite targeted intervention

External Services the SENCo Works With

The SENCo is the designated person responsible for liaising with the following services:

- Leicestershire Educational Psychology Service
- Behaviour Support Service
- Social Care
- Speech and Language Therapy Service (also liaised with by class teachers)
- Specialist Outreach Services (including Autism Outreach)
- Occupational Therapy
- Physiotherapy
- Education Service for Deaf and Partially Hearing Children
- Child and Adolescent Mental Health Service (CAMHS)
- Education Service for Blind and Partially Sighted Pupils

12. 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 funding (£4,000 per pupil as a basic entitlement within the school's delegated budget) and Element 2 funding (additional funding through the school's delegated national SEN budget – £6,000 of additional support per pupil).

For pupils with the most complex needs, additional 'Top Up' funding may be required above the £6,000 of Element 2 funding in order to meet the assessed needs of the pupil. This funding is centrally retained by the Local Authority.

The SENCo is responsible for the operational management of the specified and agreed resourcing for special educational needs provision within the school. This includes provision for children with Statements of Special Educational Needs and Education, Health and Care Plans (EHCPs).

The Headteacher informs the Governing Body about how the funding allocated to support Special Educational Needs has been used.

The Headteacher and SENCo meet termly to agree how funding linked to Statements and Education, Health and Care Plans is allocated and used to support pupils effectively.

13. The arrangements for consulting parents/carers of children with special educational needs and involving them in their child's education

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 or worries you may have.

All information from outside professionals will be communicated to you directly or, where this is not possible, in a written report. Provision Maps will be reviewed with your involvement each term.

A home-school contact book may be used to support communication where this has been agreed to be beneficial 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, parents and pupils will always be consulted regarding future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept fully informed and consulted on any actions or support plans.

The school's SEND Governor, **Sarah Baxter**, may be contacted at any time in relation to SEND matters.

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

13. 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 they be old enough and/or able to contribute.

They can have their views and needs expressed through:

- Reviews and discussions with the class teacher

- Pupil interviews
- Informal discussions
- A 'Feelings' book
- Social Stories

This ensures that children are involved in decisions about their learning and support wherever possible.

14. Arrangements for the treatment of complaints from parents and carers of pupils with special educational needs

If a parent is concerned about any aspect of the education provided at the school, they should, in the first instance, discuss the matter with their child's class teacher. Most concerns can be resolved in this way.

All teachers work hard to ensure that children are happy in school and making good progress. They welcome the opportunity to address concerns early so that issues can be resolved before they escalate.

If a parent feels that a concern has not been resolved through discussion with the class teacher, or if the concern is of a more serious nature, they should make an appointment to speak with the Headteacher. The Headteacher will investigate the matter fully and take appropriate action.

If the school is unable to resolve the complaint, parents should contact the Chair of Governors, **Miss Sarah Baxter**.

If a complaint relates to the Headteacher, parents should make an informal approach to the Chair or Vice Chair of Governors.

A copy of the school's complaints policy is available on request or can be accessed via the school website.

15. How the governing body involves other bodies in meeting the needs of pupils with special educational needs and supporting their families

The school budget, received from the DfE, includes funding to support children with special educational needs and disabilities.

The Headteacher decides how the SEND budget is used in consultation with the Governing Body, based on the needs within the school.

The Governing Body, Headteacher and SENCo discuss all available information about SEND in the school, including:

- Children currently receiving additional support
- Children identified as needing extra support
- Children who are not making expected progress

Together, they decide what resources, training and support are required. All resources, training and support are reviewed regularly and adjusted as necessary.

The Governing Body ensures that the school works with and seeks support from external agencies where pupils' needs cannot be met by the school alone.

External agencies and services

At Thringstone Primary School, services currently involved include:

- Educational Psychology Service
- Speech and Language Therapy
- Hearing Support Service
- Visual Support Service
- Outreach services, including Forest Way School

These services provide advice, assessment and intervention for pupils who are not making adequate progress or who present with a range of additional needs.

16. The contact details of support services for parents and carers of pupils with special educational needs

Specialist Teaching Services

Room 60, County Hall
Glenfield
Leicestershire
LE3 8RA

Telephone: 0116 305 940

Autism Outreach Service

Telephone: 0116 305 940

Hearing Support Service

Telephone: 0116 305 940

Learning Support Service

Telephone: 0116 305 940

Vision Support Service

Telephone: 0116 305 940

Psychology Service

Room 60, County Hall
Glenfield
Leicestershire
LE3 8RF

Telephone: 0116 305 510

SEND Information, Advice and Support Service (SENDIASS Leicestershire)

Telephone: 0116 305 5614
(Monday to Thursday 9am–4.30pm, Friday 9am–4pm)

Email: sendiass@leics.gov.uk

Local Authority Local Offer

Website:

www.leicestershire.gov.uk/local-offer

17. 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 new school's SENCo and ensure they are aware of any special arrangements or support that need to be made for your child.
- We will ensure that all records relating to your child are passed on as soon as possible.

When moving class within school:

- Information is passed on to the new class teacher in advance.
- A planning meeting takes place with the new teacher.
- All Learning Plans are shared with the new teacher.

Transition within school:

- Transition to a new class is supported through sessions during the summer term with the new teacher and in the new environment.
- If helpful, a transition book will be made to support your child's understanding of moving on.

Transition to secondary school:

- In Year 6, pupils take part in focused learning about transition to support their understanding of the changes ahead.
- Staff from the receiving secondary school visit and meet with pupils who will be attending their school.
- Where possible, pupils visit their new school on several occasions.
- In some cases, staff from the secondary school will visit pupils at Thringstone.
- Many secondary schools hold open evenings to support parents in choosing the right school for their child.

- If your child has already been identified as having special educational needs, the SENCo at Thringstone will meet with the secondary school SENCo during the final term of Year 6.
- Information about your child's needs, provision and support will be shared, including details of any outside agencies involved.
- All SEN documentation, including IEPs and reports from external professionals, will be passed on to ensure support is in place from the start of Year 7.

Transition into Reception:

- Induction events take place during the summer term for all children joining the Foundation Stage.
- The Reception teacher visits pre-school settings to meet children and speak with key workers.
- If your child has identified SEND, the SENCo will attend transition meetings at the pre-school setting.
- Children visit the school during the summer term to meet staff, peers and become familiar with the environment.

Flexible entry to Reception:

- Full-time school can be tiring for some children initially.
- The school operates a staggered entry process to support children in settling into full-time education.

18.Information on our contribution to the publication of the Local Authority's Local Offer

Leicestershire County Council's Local Offer can be accessed via their website.

To view the Local Offer, please visit:

www.leicestershire.gov.uk/local-offer