

Leonard Stanley C of E

Primary School

SEND School Offer 2025-2026



"Loving and Learning , for Life, as Jesus taught us."

 Our School	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 School Values, based on Christian Values. 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. 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.
 Meet our SENCO and SEND Governor	The SENCO is Mrs Howard If you would like to contact Mrs Howard, please call school on 01453 823 265 or email admin@leonardstanley.gloucs.sch.uk Mrs Howard has been teaching at Leonard Stanley since 2016. She successfully completed her NASENCO qualification through the University of Gloucestershire in 2016. Mr Rob Skelton is our SEND Governor: govrskelton@leonardstanley.gloucs.sch.uk



Special Educational Needs

At Leonard Stanley C of E Primary School we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference. SEND is categorised into the following areas in the SEN code of practise 2014:

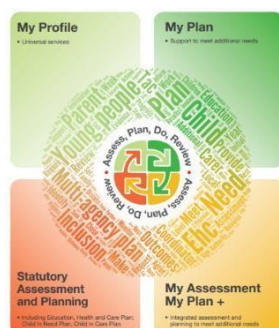
	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical



Identifying and Assessing Need

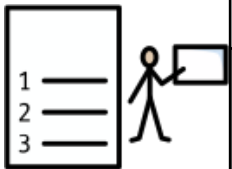
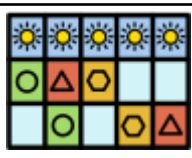
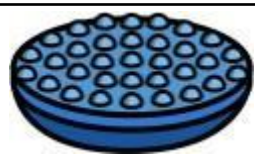
At Leonard Stanley school, teachers use a range of observational assessments on a daily basis, and children's academic progress is tracked termly. This enables teachers to highlight any potential difficulties which may prevent the children from making expected age-related progress. When issues are highlighted, the school refers to the Gloucestershire Guidance Booklet to identify how the school may need to respond. Initially, an intensive and robust intervention will be put into place when the concern is raised. This will help inform the school's next steps for the child. Parental input is essential and dialogue with parents/ carers can also indicate that a child may require additional support.

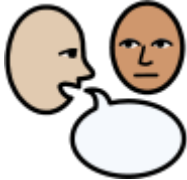
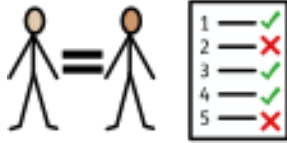
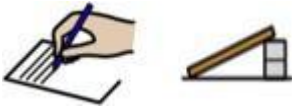
Once an area of need has been identified, the SENCO and/or Class teacher and parents/ carers, will meet together to put a My Plan in place to support the child. This will then be reviewed in line with the Gloucestershire Graduated Pathway:



Assess, Plan, Do, Review

Parents of children with a My Plan, My Plan + and EHCP are invited to a minimum of three reviews each year. Children with an EHCP also have an annual review of their EHCP each year. Where possible, reviews take place in person. Where this isn't possible, TEAMS meetings and telephone calls can be used to ensure meetings can take place.

	At review meetings, outcomes will be discussed and progress shared. New outcomes may be added to My Plans and updated plans will be sent home once completed. Where appropriate, children will be invited to meetings to enable them to share their views in person. Sometimes, a child will go through a referral process, other professionals, therapists, paediatricians and specialist teachers will confirm any additional needs which require a child to have a My Plan or My Plan+.		
 Our approach to teaching children with SEND	All children learn in different ways. At Leonard Stanley, we use 'Quality First Teaching' to ensure that lessons are of a high standard. Work is adapted to the needs of the children, resources are tailored to suit the class and different learning styles are catered for. All lessons are planned thoroughly and teaching assistants are integral in ensuring all of the children are enabled to achieve the lesson objectives. We are an inclusive school, and wherever possible children are taught alongside their peers in flexible teaching groups. Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support. Reasonable adjustments are used to enable all children to access lessons. The EEF guidance 'Five-a-day' principle is used to support teachers to ensure all teaching benefits children with SEND. The 'Five-a-day' principle: High quality teaching benefits pupils with SEND 1 Explicit instruction 2 Cognitive and metacognitive strategies 3 Scaffolding 4 Flexible grouping 5 Using technology 		
 Curriculum adaptations			
	Visual timetables	Task boards	Wobble cushions

			
Assistive technology	Talk partners	Peer marking	
			
Writing slopes	Word banks	Brain Breaks	
			
Ear defenders	Timers	Explicit instruction	
			
Early start	Sentence Stems	Pre-teach	
We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment and curriculum. We also seek advice and equipment from outside agencies as and when the need arises. Where children have a significant need, supported by an EHCP, they may have an adapted or personalised curriculum. This will include differentiated, or completely different aspects of learning provided for them.			



Child Consultations

Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

Where appropriate, children are invited to attend My Plan reviews so that they are able to share their thoughts on their progress and provision.

My Profiles are used at the start of each year, to capture the child's view, and enable staff to share these during review meetings.

Pupils are given regular opportunities to:



Self-assess how they are doing



Attend meetings and help decide the support



Feedback and Review progress/interventions.



Evaluating Provision

At Leonard Stanley, we review progress in pupil progress meetings and discuss next steps.

We review children's individual progress towards their goals at regular intervals.

Establishing children's baseline before receiving interventions and reviewing the impact of interventions at regular intervals.

Monitoring by the SENCO.

The school currently uses Insight to monitor the children's progress. This is then analysed by the SENCO /SLT.



Staff Training

At Leonard Stanley, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with.

The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first.

Some of our staff have completed training in the following areas. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.

			
My Happy Mind	Therapeutic Lego	IXL	Total communication
			
Fizzy	Reading and Language Interventions	Phonics	Team Teach
			
Specific Learning Difficulties	NELI Nuffield Early Language Intervention	ADHD foundation	Trusted Emotionally Available Adult



Transition Support

At Leonard Stanley School, the Early Years staff liaise with local nurseries and preschools to ensure that information about pre-existing needs are made available to them and that they are aware of any referrals to outside agencies.

End of Year transition

We hold a transition sessions during the summer term allowing the children to go up to their new classroom and meet their teacher.

Some children may require extra transition visits to their new classroom or sessions with the new adults they will have, to help reduce their anxiety and ensure that the transition is successful and positive.

Class teachers and TAs meet with each other during the summer term to discuss the needs of the children.

Secondary Transition

We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible. Where needed, enhanced transitions can be organised, with the Advisory Teaching Service able to support this.

Mid-Year new starters

When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place.



Outside Agencies

We work with the following agencies to provide support for children with SEND:

Therapists (from the NHS or within Gloucestershire County Council's Advisory Teaching Service)
School nurse
Physiotherapists
Occupational Therapists
Social Services
Gloucestershire County Council's Advisory Teaching Service (ATS) – physical needs, behaviour, visual and hearing impaired, cognition and learning, speech. Language and communication – including autism.
Gloucestershire County Council's Educational Psychology Service
Private Education Psychologist
Special School Outreach Services

Early Help
School Nurse Team

We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received we will call you in for a meeting to share the advice.



Clubs and Trips

All our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs.

All children are encouraged to go on our visits such as residentials.
All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc.

All children are encouraged to apply for roles of responsibility in school e.g. school council, Play leaders etc.

No child is ever excluded from taking part in these activities because of their SEN or disability.



Joint working

At school, the SENCO works closely with Lisa Hills, the Family Support Worker. Where appropriate, they work together to support families to navigate the graduated pathway and to access support through Early Help and other outside agencies and services such as Parenting courses and SENDIASS.



Complaint Procedure

Communication is important to ensure that you are always informed about your child's education. Speaking to your child's teacher can usually answer any questions or queries you may have. If you are unhappy with any aspect of your child's support and education, please contact the SENCO and make an appointment to discuss your concerns.

Following this, if you are still unhappy, please contact the Head Teacher. For more information, please see our complaints procedure section in the SEND policy.



Gloucestershire's Local Offer

The Gloucestershire Local Authority Local Offer can be found at:

https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=2_1

Other support is available for parents through Sendiass:

[SENDIASS Gloucestershire | Special Education & Disability \(sendiassglos.org.uk\)](https://sendiassglos.org.uk)

