

St Leonard's Church of England Primary School



Special Educational Needs and Disabilities (SEND) Information Report

This report sets out how we support children with Special Education Needs and/or Disabilities across our school, in line with our statutory duties under the Children and Families Act 2014 and the SEND Code of Practice 2015.

It should be read in conjunction with the SEND Policy which is available on the School's website.

School Name & Address	St Leonards CofE Primary School Moor Lane Padiham Lancashire BB12 8HT	Telephone Number	01282 771470
		Website Address	www.st-leonards.lancs.sch.uk
SEN speciality	Specialist Inclusion Base – Speech, Language and Communication Needs		
Age Range	3-11 years		
Name & Contact details of SENCo	Rachel Bradley SENCo/ Inclusion Base Lead senco@st-leonards.lancs.sch.uk 01282 771470		
SEND Governor	Mr Simon Butterworth		

Our current SEND Profile

	July 2026
SEN Support	66
EHCP (mainstream)	17
EHCP (all school)	34

What are Special Education Needs & Disabilities?

At our school, we use the definition for SEND and for disability from the SEND Code of Practice (2025)

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 age or a young person has a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of others of the same age or
- 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.

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.

What kind of Special Educational Needs/Disabilities do we provide for?

St Leonard's Church of England Primary School and Nursery is a mainstream primary school. We believe that every teacher is a teacher of every child or young person, including those with SEND. We are an inclusive school and aim to provide every child with access to a broad and balanced education. We recognise all children are different and may have diverse learning needs. We strive to tailor all learning opportunities to meet the individual needs of every child. We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. At St Leonard's, we make provision for children with Special Educational Needs and Disabilities (SEND) across the four categories identified in the 2015 SEN Code of Practice:

- Communication and Interaction – including Autism, ADHD, developmental language disorder and speech and language and communication difficulties
- Cognition and Learning – including specific learning difficulties such as dyslexia, working memory difficulties and processing differences
- Social, Emotional and Mental Health – including difficulty managing relationships and emotions, anxiety and mental health needs
- Sensory and/or Physical – including visual and hearing impairments and other physical or sensory needs

As part of our specialist SEND provision, St Leonard's offers a 16 place Speech, Language and Communication Need (SLCN) Inclusion Base for children aged 4–11 (Reception to Year 6). This is a Specialist Inclusion Base and funded separately to the school SEND budget by the Local Authority. This means that the Local Authority are in charge of admissions and only children with an Education, Health and Care Plan (EHCP) are eligible for places.

The inclusion base – known as Blossom – operates across two classrooms: Apple Blossom and Cherry Blossom. Each is personalised to the needs of the individual pupil through one of the following curriculum pathway: Informal, Semi-Formal & Formal. Children in the base have access to a sensory room, quiet areas and a sensory playground. Further details of each pathway can be found on the school website.

How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?

How do we identify children and young people with Special Educational Needs and Disabilities (SEND)?

At St Leonard's, we recognise the importance of early identification, assessment and appropriate provision to ensure that every child receives the support they need to thrive. We believe that identifying needs at the earliest opportunity enables timely intervention, helping children to make good progress, overcome barriers to learning and fulfil their God-given potential.

Identification Process

Throughout the school, the progress and wellbeing of all pupils are monitored through a continuous cycle of assessment, planning, teaching and review. Pupils may be identified as having SEND at any stage of their school journey. Where appropriate, the school works in partnership with external professionals to seek additional advice, specialist assessments or observations to ensure that pupils receive the most appropriate support.

The SENCo works closely with the Senior Leadership Team and class teachers to analyse assessment information, monitor progress and identify pupils who may require additional provision. Regular pupil progress meetings and SEND review meetings provide opportunities to discuss individual pupils, evaluate the impact of support and determine next steps.

The graduated approach is underpinned by the cyclical process of Assess, Plan, Do, Review (APDR), ensuring that provision is continually evaluated and refined in response to each pupil's strengths and needs. Parents, carers and pupils are fully involved throughout every stage of the process.

Wave 1 – Ordinarily Available Provision

High-quality, inclusive teaching is the first response to meeting the needs of all pupils. Class teachers are responsible for ensuring that every learner receives adaptive teaching, appropriate scaffolding, reasonable adjustments and an inclusive learning environment that enables them to achieve their potential.

Teachers continually assess pupils' progress through formative and summative assessment, classroom observations and discussions with pupils and parents. Where concerns arise, teachers will adapt their practice, implement targeted classroom strategies and monitor their impact before considering whether additional support may be required.

Wave 2 – Initial Concern and Additional Support

Where a pupil continues to experience difficulties despite high-quality teaching, the class teacher will discuss concerns with the SENCo and parents. A clear analysis of need will be undertaken, taking account of assessment information and classroom observations by the inclusion lead. This will then identify appropriate interventions, precision teaching or targeted support which will be implemented alongside high-quality classroom teaching.

Class teachers alongside the Inclusion Lead will create One Page Profiles for the child outlining the provision/interventions that they may need. The impact of these will be monitored by the Inclusion Lead through the Assess, Plan, Do, Review cycle, with outcomes shared and reviewed regularly with parents.

If the main need is Social, Emotional & Mental Health, then a behavioural One Page Profile will be created alongside the Behaviour Lead. The impact of these will be monitored by the Behaviour Lead again through the Assess, Plan, Do, Review cycle.

Wave 3 – SEND Support

Where a pupil requires provision that is additional to or different from that ordinarily available through high-quality teaching, they may be placed on the school's SEND Register with parental agreement.

The SENCo will coordinate provision, working closely with class teachers, parents and, where appropriate, external professionals. The appropriate personalised plan will be created for each child once information has been collated. These personalised plans include:

Personalised Provision Plans (School based or Specialist) – These include strengths of the child and general provision needed. The plans will detail Outcomes and where appropriate short-term outcomes and then the provision needed for these outcomes to be achieved. The plans and provision are reviewed termly by the class teacher with support from the SENCo and specialists (if required) through the graduated approach, ensuring that the support remains responsive to the pupil's changing needs and setting new appropriate outcomes where needed.

Speech and Language Therapy Plans – Children who are identified as having a communication and interaction need are assessed by the private Speech and Language therapist. A plan is then created with outcomes, intervention and provision needed and the Speech and Language Therapist works with the class teams to show how to implement the support. The plans are again reviewed termly and discussed with the therapist to provide appropriate next steps.

Wave 4 – Specialist Support and Education, Health and Care Plans (EHCPs)

Where a pupil continues to experience significant and persistent difficulties despite sustained SEND Support, the school may seek further involvement from specialist services or, in partnership with parents, request an Education, Health and Care (EHC) Needs Assessment from the Local Authority.

Where an Education, Health and Care Plan (EHCP) is issued, the school will work collaboratively with the pupil, parents, the Local Authority and external agencies to deliver the provision specified within the plan. EHCPs are reviewed annually (or every six months in the Early Years), with the graduated approach continuing to inform day-to-day provision and future planning.

Children within the Inclusion Base have Personalised Learning Intention Map (PLIM) which are built from their EHCPs. These are reviewed termly to ensure that provision is correct and progress is being made towards their intended outcomes.

What should Parents or Carers do if they think that their child has Special Educational Needs?

We value strong partnerships with parents and carers, and we encourage open communication at every stage.

- Parents/carers are encouraged to speak to the class teacher in the first instance if they have any concerns about their child's learning, development, or behaviour.
- We have an open-door policy and support regular, open dialogue between home and school.
- If further discussion is needed, parents/carers can arrange a meeting with the school's SENDCo by contacting the school office.
- You can contact Mrs Bradley (SENCo and Specialist Inclusion Base Lead) via the school office on: 01282 771470. Mrs Bradley has the National Award for Special Educational Needs Coordination.

What arrangements does the school make for consulting with parents/carers about their child's educational needs?

At St Leonard's, we recognise the value of working in collaboration with parents and carers of children with Special Educational Needs and Disabilities (SEND) to achieve the best possible outcomes for the children. Therefore, we are committed to maintaining strong communication with families so that parents and carers are informed and involved in their child's education. This includes parents evening meetings, end of year reports and informal updates as needed.

When a child with SEND joins school, we arrange meetings with the parent/carers to discuss the child's needs, led by the class teacher and SENCo. Regular meetings with parents/carers of children with SEND are held to review progress and evaluate the provision to appropriately plan next steps.

Parents and carers of children with an EHCP have opportunity to attend and provide advice towards the annual review which is held once per year. During this review parents and carers can meet with all professionals involved in supporting the child, to discuss for the coming year.

For children who have a One Page Profile, these are sent home to allow parents/carers to see the provision available to their child and we openly ask for feedback on these. For children with Personalised Provision Plans or SALT plans, plans are again sent home and meetings arranged if provision and outcomes are needed to be discussed. Again, we welcome parents to share their views on these plans.

Throughout the year, we also hold informal review meetings where needed. Parents have opportunity to share their views, and all relevant information about their child from the very beginning of the graduated response process. Equally, parents and /or carers of children whom have outside agency involvement, have opportunity to attend regular meetings with the SENCo, class teacher and specialists and new, updated assessments and action plans are shared and progress is reviewed.

We also hold parent/carers workshops on a variety of topics led by specialists in different areas. These sessions provide up to date training for parents but also the opportunity for parents to talk with others about shared experiences.

What arrangements does the school make for consulting with children/young people about their child's educational needs?

At St Leonard's, we believe that every child's voice matters. We actively involve children in decisions about their learning, support and future goals, ensuring that their views, wishes and aspirations are central to the planning process.

All pupils, including those with SEND, have individual learning targets that are reviewed and updated each term. For pupils who have a Personalised Provision Plan (PPP), additional short-term targets are agreed alongside longer term outcomes. Wherever possible, these targets are developed collaboratively with the child, encouraging them to take ownership of their learning and celebrate their achievements. Strategies and interventions to support these targets are planned in partnership with parents and, where appropriate, external professionals.

Prior to escalating to a Personalised Provision Plan, children are created a One Page Profile, which provides a personalised overview of the approaches, strategies and support that enable them to thrive in school. The profile reflects the child's strengths, interests, aspirations and preferred ways of learning, alongside any adjustments that help them to succeed. Children are actively involved in creating and reviewing their profile, which is updated annually or sooner if their needs change.

We regularly seek pupils' views as part of our whole-school monitoring and evaluation processes. Work from a representative sample of pupils, including those with SEND, is reviewed throughout the year. During these activities, children are encouraged to talk about their learning, discuss what helps them to succeed and share any challenges they may be experiencing.

Senior leaders and subject leaders also carry out pupil interviews across the curriculum. These conversations provide valuable opportunities for children with SEND to discuss the support they receive, how confident they feel in different subjects and whether there are any changes that would help them to learn more effectively. Feedback from these discussions informs school improvement and helps us continually refine our provision.

Children with an Education, Health and Care Plan (EHCP) are fully involved in their Annual Review meetings. They are supported by trusted adults to express their views, celebrate their achievements and contribute to setting future outcomes. We recognise that children communicate in different ways and adapt our approaches to ensure every pupil can participate meaningfully. To support communication, we use a range of strategies and resources, including Widgit symbols and visual communication aids throughout the school, Makaton, British Sign Language (BSL), communication boards, assistive technology, and language interpreters for families or pupils when required. By listening carefully to our pupils and working closely with families, we ensure that support is personalised, meaningful and centred on each child's individual strengths and needs.

How will the curriculum be matched to my child/young person's needs?

At St Leonard's, we are committed to ensuring that all children with SEND can access a broad, balanced and ambitious curriculum. We recognise that every child is unique and adapt our teaching to enable each pupil to achieve their full potential.

Our curriculum has been carefully designed so that it is inclusive, engaging and accessible for all learners. Subject leaders work closely with the SENCo to ensure that teachers from across the whole school confidently use inclusive teaching strategies that enable all pupils to participate successfully in every area of the curriculum.

Across the school, we ensure that:

- learning is designed to be inclusive, with a low-threshold, high-ceiling approach so that all pupils can access learning while being appropriately challenged;
- subject-specific adaptive teaching strategies are carefully planned and shared with all teaching staff;
- the curriculum is sequenced to build knowledge progressively, helping children make meaningful connections and develop long-term memory;
- teachers reduce unnecessary cognitive load by linking new learning to prior knowledge, using clear explanations, modelling and a range of multisensory approaches; and
- retrieval practice is embedded within lessons to strengthen understanding, improve memory retention and support pupils in applying their learning.

High-quality, inclusive teaching is always our first approach. Lessons are carefully planned using engaging starting points, clear modelling, structured tasks and appropriate scaffolding to ensure every child can succeed. Further information can be found in our Teaching and Learning Policy.

Positive relationships are central to our approach at St Leonard's. Staff take time to understand each child as an individual, including their strengths, interests, preferred ways of learning, areas for development and any factors that may affect their learning or wellbeing. This knowledge enables us to personalise teaching, resources and support to meet individual needs.

Where additional support is required, we provide evidence-informed interventions that are carefully matched to a child's identified needs. The impact of these interventions is regularly monitored and reviewed to ensure they are effective. Some pupils may require more personalised provision, supported by advice from external professionals such as Educational Psychologists, Occupational Therapists, Specialist Teachers, Speech and Language Therapists, and Sensory or Visual Impairment Services.

Our Specialist Inclusion Base offers three personalised curriculum pathways: Informal Curriculum, Semi-Formal Curriculum and Formal Curriculum.

Across all three pathways, we place independence, communication, play and problem-solving at the heart of learning. The Informal and Semi-Formal pathways are planned using the Equals Curriculum, enabling highly personalised learning for pupils working below the

National Curriculum and focusing on functional, communication and life skills and non-specific study.

The Formal Curriculum closely reflects the mainstream curriculum but is carefully adapted and personalised to meet individual needs. This ensures that every pupil has access to an ambitious, meaningful and appropriately challenging curriculum that supports progress towards their individual outcomes allowing for them to have curriculum entitlement.

Further information about our Specialist Inclusion Base can be found in the Specialist Inclusion Base Policy.

How will the environment be matched to my child/young person's needs?

At St Leonard's, we believe that the learning environment plays a vital role in supporting children's wellbeing, engagement and success. We aim to create calm, nurturing and therapeutic classroom environments that reduce sensory overload, promote emotional regulation and foster a strong sense of belonging for every child.

Every classroom uses a consistent Widgit visual timetable, helping children to understand the structure of the day, prepare for transitions and develop greater independence. Visual supports are used throughout the school to provide clear routines and reduce anxiety.

Our classrooms are carefully designed to be calm and sensory-friendly. Features include:

- muted colour schemes and natural textures to minimise visual distractions;
- organised and uncluttered learning spaces to reduce cognitive overload;
- displays with fabric backings to reduce visual stimulation;
- careful management of background noise; and
- consistent classroom layouts that provide familiarity and predictability.

Each classroom includes a calm corner equipped with comfortable seating, cushions, blankets and sensory resources. These spaces provide children with a safe place to regulate their emotions, decompress and return to learning when they are ready. Similar calming spaces are available throughout the school to support pupils whenever they need them. To ensure consistency across the school, staff use classroom environment checklists that promote inclusive, accessible and sensory-considerate learning spaces.

We recognise that children learn in different ways and use a range of multi-sensory teaching approaches across the curriculum. Lessons may include visual, auditory and practical activities to support understanding and engagement.

Children also benefit from regular movement and sensory regulation opportunities throughout the day. These include:

- movement breaks following longer periods of concentration;
- calming activities, such as mindfulness or yoga, after busy or stimulating parts of the day; and
- the use of softer lighting following less structured times, such as break and lunchtime, to create a calm learning environment.

All staff receive training in creating dyslexia-friendly classrooms and adapting teaching to meet a range of literacy needs.

Where appropriate, teachers may:

- provide alternatives to extended written recording
- use visual supports and scaffolded resources
- present learning using dyslexia-friendly fonts and muted background colours
- use navy text instead of black where appropriate to improve readability
- provide coloured overlays, coloured paper or digital colour filters (colour veils) to support pupils with visual stress or Irlen Syndrome
- adapt learning materials to meet individual needs.

We have a wide range of specialist resources available to support pupils with additional needs. Depending on individual requirements, this may include:

- visual timetables and task organisers
- enlarged print or adapted worksheets
- coloured dry-wipe boards
- adapted exercise books
- pencil grips and writing slopes
- voice-recording devices
- specialist microphones, such as EduMic systems, to support hearing
- sensory resources
- other specialist equipment recommended by external professionals.

Our provision is regularly reviewed to ensure resources continue to meet the changing needs of our pupils.

Both of our Inclusion Bases are designed as Total Communication Environments, where communication is supported through a range of methods rather than relying on speech alone.

Children may communicate using a combination of:

- spoken language
- gestures
- Widgit symbols
- Makaton and signing
- communication boards
- written language
- Augmentative and Alternative Communication (AAC) devices, where appropriate.

By using a Total Communication approach, we ensure every child has the opportunity to understand others, express themselves confidently and participate fully in school life, using the methods that work best for them.

How accessible is the school environment?

At St Leonard's, we are committed to creating a welcoming, inclusive and accessible environment where all pupils, families, staff and visitors feel valued and can participate fully in school life. We continually review our provision to identify and remove barriers to learning and accessibility wherever possible.

Physical Accessibility

Although our school is situated across two levels, a range of adaptations have been made to ensure that all areas are accessible.

Our facilities include:

- step-free access to key areas of the school through a number of ramps, including access to our Specialist Inclusion Bases
- a passenger lift providing access between both levels of the building
- accessible toilet facilities on both floors of the mainstream school, each equipped with emergency alarm systems and an accessible shower
- accessible toilet facilities within both Specialist Inclusion Bases, including emergency alarms and a height-adjustable changing bed to support pupils with personal care needs
- designated accessible parking spaces within the main school car park.

The school has an Accessibility Plan, which is reviewed regularly to ensure that we continue to improve access to the curriculum, the physical environment and information for all members of our school community.

Accessible information

We aim to communicate with families in ways that are clear, accessible and responsive to individual needs.

Information is shared through a variety of platforms, including:

- school website
- ClassDojo
- ParentsApp
- weekly newsletters and updates
- printed copies of documents, available on request.

Where required, we work with parents and carers to provide information in alternative formats to support effective communication. We also have members of staff trained in Makaton and British Sign Language (BSL), and interpreters can be arranged where needed to ensure families can access information and participate fully in school life.

Accessible Classrooms

Our classrooms are designed to be inclusive, organised and easy to navigate. To support independence and understanding, classrooms include:

- clear visual labels using words, photographs and Widgit symbols
- accessible storage and learning resources
- age-appropriate furniture
- specialist seating, furniture or equipment where required to meet individual physical or sensory needs
- calm, sensory-friendly spaces within classrooms and around the school where pupils can regulate their emotions and access a quieter learning environment when needed.

These adaptations help to ensure that all pupils can participate fully in learning and develop increasing independence.

Access arrangements for assessments

We recognise that some pupils require additional arrangements to demonstrate their knowledge and skills fairly during assessments.

Where appropriate, pupils with SEND may receive access arrangements such as:

- additional time
- supervised rest breaks
- a quieter room or smaller group setting
- a reader or reading support
- a scribe or use of technology to record responses
- prompts or other approved access arrangements.

All access arrangements are considered on an individual basis, reflect each pupil's normal way of working in school and comply with national assessment guidance.

What training have the staff supporting children/young people with SEND had or may they have?

At St Leonard's, we are committed to providing high-quality support for all pupils with Special Educational Needs and Disabilities (SEND). We recognise that ongoing professional development is essential to ensure our staff have the knowledge, skills and confidence to meet the diverse needs of our pupils.

Training is provided for all staff and is regularly reviewed to reflect the needs of the children in our school, priorities identified within our School Development Plan and individual staff development needs. This ensures that our practice remains evidence-informed and responsive to the changing needs of our school community.

Our SENCo regularly attends Local Authority networks, specialist training and professional development opportunities. New guidance, research and effective practice are shared with senior leaders and staff to ensure a consistent, whole-school approach to inclusive education.

Our staff have received training in a wide range of areas, including:

- Children's mental health and emotional wellbeing
- Autism and inclusive classroom practice
- Attention Deficit Hyperactivity Disorder (ADHD)
- Pathological Demand Avoidance (PDA) and understanding behaviours associated with distress
- Trauma-informed and attachment-aware practice
- Speech, Language and Communication Needs (SLCN), including Developmental Language Disorder (DLD), Gestalt Language Processing and Makaton
- Executive functioning and supporting organisation, planning and self-regulation
- Autism and wellbeing
- Mental Health Lead training

- Relational Practice.

In addition to whole-school training, staff receive bespoke professional development where required to support individual pupils. This may include training and advice from Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Specialist Teachers, physiotherapists, sensory support services and other external professionals.

By investing in staff expertise, we aim to ensure that every child receives high-quality, inclusive support that enables them to thrive both academically and emotionally.

What specialist services or expertise are available at or accessed by the school?

We work closely with a wide range of external professionals and specialist services to ensure that pupils with SEND receive the right support at the right time. These partnerships enable us to provide specialist advice, develop personalised provision and build the expertise of our staff.

Depending on a child's individual needs, we may work with services including:

- Lancashire County Council Specialist Teacher Service
- Lancashire County Council Early Years Specialist Teacher Service
- Reachout ASC – Autism and Pathological Demand Avoidance (PDA) Specialist Teaching Service
- Acorn Psychology – Educational Psychology and Behaviour Specialist Teacher
- Valley Speech & Language – Speech and Language Therapy
- Visual and Hearing Impairment Service

We also work collaboratively with a range of other health, education and social care professionals, where appropriate, to ensure that support is coordinated and centred around the needs of the child and their family.

In addition to accessing specialist services, St Leonard's is an active member of professional networks that enable us to share good practice, remain informed about current developments in SEND and continually improve our provision. These include:

- the Lancashire Inclusion Base Network
- the Department for Education (DfE) National Inclusion Base Network.

These partnerships help us to ensure that our practice remains current, evidence-informed and responsive to the evolving needs of our pupils.

How will the school support and prepare my child/young person to join the school, transfer to a new school or the next stage of education and life?

We recognise that transitions can be an exciting but sometimes challenging time for children and their families. We are committed to ensuring that every transition is carefully planned

and supported so that children feel safe, confident and ready for the next stage of their education. While all pupils benefit from our well-established transition arrangements, we provide additional personalised support for children with SEND whenever needed.

Joining St Leonard's

We work closely with families and early years providers to ensure that every child has a positive start to school.

Before children begin in Reception:

- Reception teachers visit children in their current early years setting or, where appropriate, in their home environment.
- Parents, carers and early years staff share information about the child's strengths, interests, development and any additional needs.
- For children with identified SEND, additional transition meetings are arranged to discuss individual needs, support strategies and any specialist provision required.
- All children are invited to attend transition sessions to become familiar with their new classroom, staff and daily routines. Where appropriate, additional personalised visits can be arranged to help children settle successfully.

Transitions into our Specialist Inclusion Bases

Transitions into our Specialist Inclusion Bases are planned entirely around the individual child. This may include:

- a personalised programme of transition visits
- shorter or longer sessions, depending on the child's needs
- stay-and-play opportunities with parents or carers
- one-to-one visits before joining the group
- visual resources and social stories
- close collaboration with families and professionals.

Our aim is to ensure that each child feels secure, understood and confident before starting their new placement.

Moving to a new class

Children across the school take part in transition activities each summer term to help them become familiar with their new classroom and teaching staff.

To support this process:

- pupils attend transition sessions with their new teacher
- every child receives a personalised transition booklet to take home over the summer holidays. These resources include photographs of key adults, classrooms, routines and learning spaces, supported by social stories and visual information where appropriate
- current and receiving teachers meet to discuss each child's strengths, progress, support strategies and individual needs
- important documentation, including One Page Profiles, Personalised Provision Plans (PPPs) and other relevant records, is shared to ensure continuity of support.

Transition to Secondary School

We work closely with local secondary schools to ensure that pupils experience a smooth and successful transition to Key Stage 3.

All pupils take part in the transition activities organised by their receiving secondary school. For pupils with SEND, additional arrangements may include:

- extra transition visits to the new school
- opportunities to meet key staff before September
- support from a familiar member of St Leonard's staff during transition visits where appropriate
- visits from secondary school staff to meet pupils in their current classroom
- dedicated transition meetings involving parents, carers, the primary and secondary SENDCos and other professionals
- detailed sharing of information about successful strategies, support arrangements and individual needs.

Parents and carers of children with more complex needs may also be supported to visit potential secondary placements to help them make informed decisions about future provision.

For pupils with an Education, Health and Care Plan (EHCP), a transition review is usually held during the Summer Term of Year 5 or the Autumn Term of Year 6. This meeting brings together parents, carers, school staff and relevant professionals to discuss the most appropriate secondary provision and begin planning for a successful transition.

By working in close partnership with families, schools and external agencies, we aim to ensure that every child experiences positive, well-planned transitions that support both their wellbeing and continued progress.

How will my child/young person be included in activities outside the classroom, including school trips?

We believe that every child should have the opportunity to take part in the full life of the school. Children with SEND are welcomed and actively encouraged to participate in all educational visits, residential experiences, enrichment activities and extra-curricular clubs. We are committed to removing barriers to participation wherever possible so that all pupils can enjoy the social, emotional and educational benefits these experiences provide.

When planning trips and residential visits, we carefully consider the individual needs of pupils with SEND from the earliest stages of the planning process. Where appropriate, we work closely with parents, carers and external professionals to ensure suitable arrangements are in place. Reasonable adjustments may include:

- additional adult support, including one-to-one support where required;
- adapted activities or specialist equipment;
- additional preparation time or flexible arrangements;
- visual timetables, social stories and photographs to help children prepare for new experiences;
- sensory or communication supports;
- access to quiet spaces or planned rest breaks; and
- individual Healthcare Plans or medication arrangements where necessary.

All reasonable adjustments are informed by thorough risk assessments to ensure that pupils can participate safely, confidently and as independently as possible.

We are proud to offer a wide range of extra-curricular activities that enable children to develop new skills, interests and friendships beyond the classroom. Pupils with SEND have equal access to all clubs and activities, with support provided where needed to enable full participation.

Many of our clubs are led by our own staff, who know the children well and understand their individual strengths and needs. We also work with specialist providers, including Burnley Sports Partnership, to deliver inclusive sporting opportunities. Our programme of clubs varies throughout the year and may include art and crafts, gardening, science, cooking, LEGO and social skills clubs, fishing, football, dodgeball, rugby, fencing, street dance and a range of other sporting and enrichment activities. Pupils also have opportunities to take part in SEND-specific sporting events and competitions organised through Burnley Sports Partnership, helping them to develop confidence, teamwork and enjoyment in physical activity.

The safety and wellbeing of our pupils is always our highest priority. All school activities, both on and off site, are supported by appropriate risk assessments. Where a child has additional medical, physical or sensory needs, personalised risk assessments are completed with advice from relevant professionals, which may include Occupational Therapists, Physiotherapists, School Nurses, Specialist Teachers for Physical Disabilities and other health or education professionals, as appropriate.

Educational visit risk assessments are reviewed in line with Lancashire County Council guidance and are overseen by the school's Governing Body. By planning carefully, working closely with families and making reasonable adjustments, we aim to ensure that every child can participate safely, confidently and successfully in the rich range of experiences that St Leonard's has to offer.

What support will there be for my child/young person's overall wellbeing?

We believe that children learn best when they feel happy, safe and supported. Developing positive, trusting relationships is at the heart of our approach to teaching and learning and is fundamental to creating a calm, nurturing and inclusive school community.

We celebrate diversity and recognise that every child brings unique strengths, talents and experiences to our school. Our aim is not simply to include every child, but to ensure that every child feels that they truly belong. We foster a welcoming, family-like environment where children are known as individuals, valued for who they are and supported to thrive both academically and emotionally.

We celebrate children's achievements both inside and outside school, helping to build confidence, resilience and a positive attitude towards learning. Each week, our whole-school Celebration Assembly recognises pupils who have demonstrated our school values, made progress or shown kindness, effort or perseverance. Two pupils from every class are chosen to receive a celebration award.

We understand that children may experience challenges that affect their emotional wellbeing, whether these arise at school or at home. Our staff work closely with pupils and families to identify any concerns early and provide appropriate support.

As part of our RSHE curriculum, we use the evidence-based My Happy Mind programme. This supports children to develop an understanding of how their brains work, build resilience and learn practical strategies for emotional regulation, mindfulness and positive mental health, including techniques such as Happy Breathing.

Our pastoral provision is led by Mr O'Connor, Pastoral and Family Liaison Lead, and overseen by Mr Gaukroger, our Designated Safeguarding Lead (DSL). Mr O'Connor works alongside our dedicated pastoral team: Miss Ahmed, Miss Darbyshire, Miss Graham and Miss Sumner. All members of the pastoral team are trained in Drawing and Talking, a gentle therapeutic intervention that helps children process worries, change and emotional challenges in a safe and supportive way. The team also holds specialist qualifications and training in a range of areas, including:

- Emotionally Based School Avoidance (EBSA);
- Emotional Literacy Support Assistant (ELSA);
- ALGEE Mental Health First Aid;
- SPELL (supporting autistic children and young people);
- Dove Self-Esteem Programme; and
- The Brookes Traffic Light Tool for supporting emotional regulation.

Where appropriate, we commission Freeflow Counselling to provide play therapy and age-appropriate counselling for pupils who would benefit from more specialised emotional support. This forms part of our graduated approach to meeting children's social, emotional and mental health needs.

By placing relationships, wellbeing and belonging at the centre of everything we do, we strive to ensure that every child feels safe, respected, understood and ready to learn.

How do you evaluate the effectiveness of the provision made for children and young people with Special Educational Needs?

We closely track the progress of all our pupils, including those with SEND, to make sure they are making the best possible progress. Termly Pupil Progress Meetings are held between the Headteacher, members of the Senior Leadership Team, and class teachers. During these meetings, each child's progress is reviewed carefully. We monitor all pupils closely. This helps us to quickly identify any concerns or barriers to learning and respond effectively.

What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with Special Educational Needs concerning your provision made?

If a parent or carer has any concerns regarding the education or provision for their child with Special Educational Needs and Disabilities (SEND), they are encouraged to contact the school as soon as possible.

In the first instance, parents and carers should discuss their concerns with the child's class teacher by contacting the school office to arrange a meeting or conversation. If the concern cannot be resolved at this stage, they should contact the Headteacher and/or the Special Educational Needs Coordinator (SENCO) through the school office. Should concerns remain unresolved, parents and carers should refer to the school's Complaints Policy, which outlines the formal procedures for raising and resolving complaints.

What arrangements do we make for supporting children who have SEND and in the care of the Local Authority?

At St Leonard's, we are committed to ensuring that Looked After Children (CLA) with SEND receive the same high-quality, inclusive provision as all other pupils with SEND. We also recognise that many looked after children may have experienced additional challenges or trauma, and we carefully tailor our support to meet their individual needs.

We work closely with carers, social workers, the Virtual School and other professionals to provide a coordinated approach that promotes each child's educational progress, wellbeing and personal development.

Every Looked After Child has a Personal Education Plan (PEP), which is reviewed regularly in partnership with the Virtual School, carers, social workers and other relevant professionals. These reviews help us to monitor progress, identify any barriers to learning and ensure that appropriate support is in place.

Our SENCo works closely with the Designated Teacher for Looked After Children and other members of staff to ensure that support is joined up, consistent and responsive to each child's changing needs.

The Designated Teacher for Looked After Children at St Leonard's is Miss Norton.

Where can I find information on where the Local Authority's local offer is published?

The Local Authority website (www.lancashire.gov.uk/SEND) also contains a vast amount of information on SEND related matters including an extensive list of support agencies which may be useful to parents and carers. If you do not have access to the Internet, please ask for assistance at the school office.