

Blaby Stokes CE Primary School

(updated October 2025)



Regulation 3 Special Educational Needs and Disability (Information) Regulations (2014)	
School/College Name:	Blaby Stokes CE Primary School
Address:	Blaby Stokes CE Primary School, Queens Road, Blaby, LE8 4EG
Telephone Number:	0116 2772082
Name of Headteacher:	Rachel O'Hara
Headteacher's contact details:	office@bsp.learnat.uk
Website address:	https://www.blabystokes.co.uk/
Age Range of students (start and finish) to include Post 14 onwards where relevant):	Primary 4-11 years
Date of Last Inspection:	April 2025
Outcome of last inspection:	"Requires Improvement" grade for quality of education and leadership, but a "Good" for behaviour and attitudes and personal development
Blaby Stokes CE Primary School does not have a specialist designated unit/additional learning support department.	
Total number of students with special educational needs and disabilities at Blaby Stokes CE Primary School (November 2025) :	32
Total number of students receiving additional funding or 1:1 learning support:	13 4 pupils with EHCP's and 9 with SENIF,

Contents

1. The kinds of special educational needs for which provision is made:	3
Special Education Needs and Disabilities Coordinator:	3
2.Information about policies for the identification and assessment of pupils with SEN	3
Identifying a Special Educational Need Process.....	4
3. Information about policies for making provision for pupils with special educational needs whether or not pupils have Education Health and Care (EHC) Plans:	6
(a) How Blaby Stokes CE Primary School evaluates the effectiveness of its provision for such pupils.	6
(b) arrangements for assessing and reviewing the progress of pupils with special educational needs at Blaby Stokes CE Primary School.	6
(d)Support that is available for Children receiving SEN support.....	10
(e)Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum.....	10
(f) Support that is available for improving the emotional,social development of pupils.....	11
4. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.	11
5. How will equipment and facilities to support children and young people with special educational needs be secured.	13
6.Blaby Stokes CE Primary School's arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their child.....	13
7.Blaby Stokes CE Primary School's arrangements for consulting young people with special educational needs about, and involving them in, their education.....	14
8.Arrangements made at Blaby Stokes CE Primary School relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at the setting	14
9.How the governing body at Blaby Stokes CE Primary School involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.	15
10.The contact details of support services for the parents and carers of pupils with special educational needs, including those for arrangements made in accordance with clause 32.	16
11.The arrangements for supporting pupils with special educational needs in transferring between phases of education.	17
12.Information on Blaby Stokes CE Primary School's contribution to the publication of the local authority's local offer.....	18
Leicestershire's SEND Local Offer Leicestershire County Council	18

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

We are an inclusive, mainstream primary school which makes provision for children with a wide range of special educational needs and disabilities.

Our school site is across two school buildings Years reception – 3 are based in “Headlands” and Years 4 – 6 are in “Stokes.”

Our broad and balanced curriculum aims to support the children to develop confidence, resilience and perseverance. We strive to nurture the unique talents of every child, whether that be through sport, music, art or any other area of the curriculum.

We provide additional and or different provision for a range of different needs including:

- **Communication and interaction needs** for example Autism spectrum disorder, Speech and Language difficulties.
- **Cognition and learning needs** for example dyslexia, dyspraxia
- **Social, Emotional and Mental Health Difficulties** for example Attention Deficit Hyperactivity Disorder (ADHD)
- **Sensory and or Physical needs** for example Multi-sensory impairments, Hearing Impairments, Visual impairments, processing difficulties, epilepsy

Our school prospectus can be accessed here: [Blaby Stokes CE Primary School - Prospectus](#)

Special Education Needs and Disabilities Coordinator:

The name of and contact details of SEND coordinator –

SENDCO – Miss Lucy Wallis

01162 772082 senco@bsp.learnat.uk



Mrs Rachel O'Hara
Head of School



Mrs Emily Ballard
Assistant Headteacher



Ms Lucy Wallis
SENDCO



Ms Faye Baker
Inclusion & Behaviour Lead

2. Information about policies for the identification and assessment of pupils with SEN

On our website you will find our SEND policy, which states that:

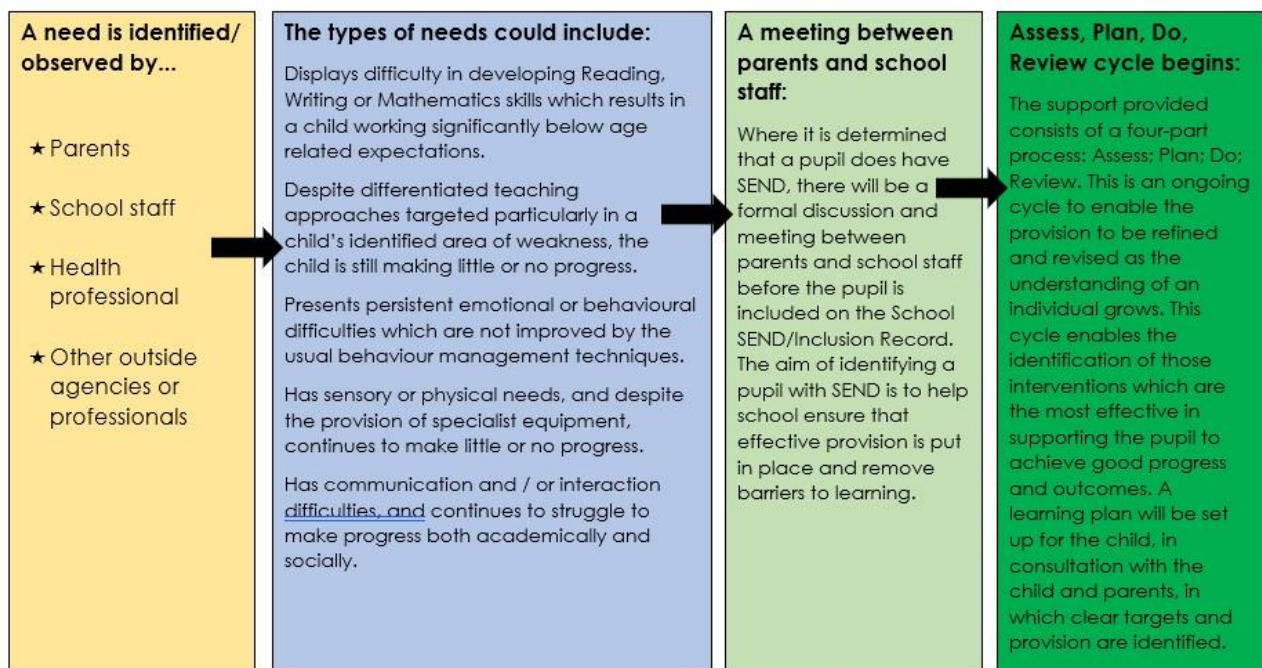
A Pupil has SEND where their learning difficulty or difficulty calls for special educational provision to be made for them. The SEND 0 – 25 Code of Practice states that a child has a learning difficulty or disability if he or she

Has a significantly greater difficulty in learning than the majority of others of the same age, or

Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others the same age in mainstream schools.

This provision is described as different from or additional to that which is normally available to pupils of the same age. For some children, SEN may be identified at an early age, for others however, difficulties may only become evident as they develop and progress through school. Some children with SEND only require reasonable adjustments within the classroom, whilst others may need more support to raise the level of their learning or development.

Identifying a Special Educational Need Process



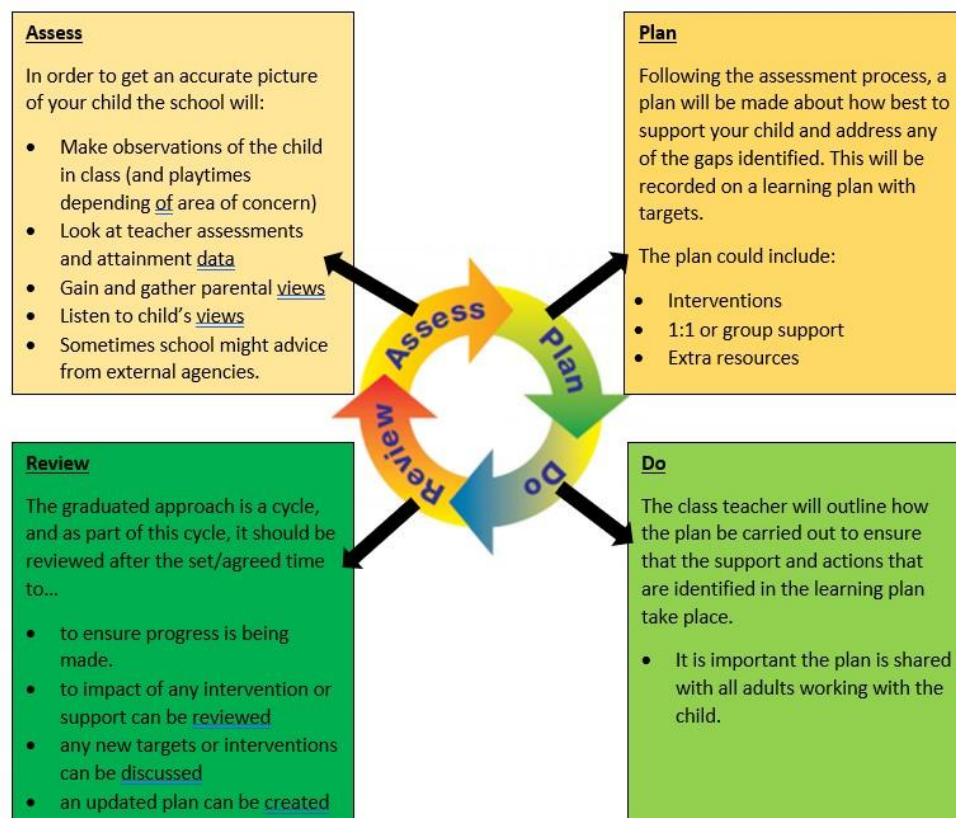
are making less than expected progress given their age and individual circumstances. Where a child's progress is causing a concern, this may be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap.

Identifying and adapting teaching to meet pupils' needs including SEND is a process that is in place for all pupils. The school has a rigorous and regular assessment system – using teacher assessments which are discussed at termly pupil progress meetings to identify where children are not making expected progress or working below national expectations.

Class teachers will put in place, if necessary, relevant and timely interventions, through quality first teaching, appropriate scaffolding and accommodations and in-class support aimed at closing the gap or raising the attainment. The class teacher will also discuss this with parents and carers to ensure that there is a shared understanding of the pupils' needs and to gain parental perspectives on any emerging concerns and areas of strength.

Where a pupil's needs are persistent, the class teacher will complete an initial concern form and arrange to meet with the SENDCo. Parents may be invited to attend this meeting, or a later one once the SENDCo has carried out further investigations. It will be important that parent's concerns, areas of strength and home support is discussed, and then clear targets will be set – with a clear review process and timescale. If, as a result of this process, it is clear that different and additional provision is required to meet the child's needs, the child will then be placed on the school SEND register – recorded as 'SEND support.' The assess, plan, do, review process will be reviewed 3 times annually – and class teachers will share and review this with parents and carers.



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

- (a) How Blaby Stokes CE Primary School evaluates the effectiveness of its provision for such pupils.

All staff have high expectations for all pupils and are responsible for ensuring that children with special educational needs or disabilities (SEND) make good progress.

Teachers have termly meetings to discuss the progress of children with SEND and review the effectiveness of provision.

The SENDCo will conduct monitoring and evaluation of the provision provided for these children. The SENDCo monitors progress, through looking at progress made, reviewing targets set, looking at children's work and discussions with class teachers, pupils and parents to ensure the effectiveness of provision.

The SEN policy has been drawn up in consultation with the staff and governors. It will be monitored through discussion with the governor responsible for Special Educational Needs and Disabilities.

The following criteria will help the governors, head teacher and SENDCo evaluate the success of the education we provide:

- Accurate, up to date record keeping.
- Feedback from parent and pupils.
- Parental requests for the school to be named on the pupils EHCP.
- The number of pupils for whom an EHCP is no longer necessary, or the number of pupils remaining at a stage of assessment or reverting to the previous one.
- OFSTED inspection reports and SEND audit processes.
- Inclusion of SEND issues in developmental planning.
- Attendance/involvement/leadership of training courses by all staff.
- Analysis of pupil attainment (e.g. Progress over time, tracking progress)
- Evaluations of monitoring carried out as part of a Monitoring and Evaluation of the Action Plan.
- Classroom observations and learning walks by SLT/Head of School/SENDCO/Governors
- Adjustments in budget allocation to reflect changing needs.

- (b) arrangements for assessing and reviewing the progress of pupils with special educational needs at Blaby Stokes CE Primary School.

We have a range of assessment materials to support teachers and the SENDCo to assess children and review progress. Monitoring and reviewing of the children's learning support plans with their parents on a termly basis. In addition to the usual tools available for teachers to make assessments in the classroom other assessments are available to support the assess and reviewing of pupil's progress.

These assessments include:

- classroom observations
- BPVS (British Picture Vocabulary Scale)
- Graded Word Spelling Test (Vernon)
- SALFORD – reading assessment
- Sounds Write Phonic assessment
- Boxall Profiles
- SDQ (strengths and difficulty questionnaire)
- Nessy – dyslexia screening tool
- Analysis of sensory behaviour
- AET -Autism progression framework
- Small steps tracker (Reading, writing and maths)
- PIXL assessments
- Initial SALT (Speech and Language Therapy) screen

Blaby Stokes CE Primary School's approach to teaching pupils with Special Educational Needs and providing additional support when required

Children having access to good quality teaching in the classroom is the first step in supporting pupils with SEND.

There are a number of ways that the school may respond to individual pupil needs and may include a range of strategies. The choice of strategies will be discussed with the pupil and their parents and will be based on the child's individual needs.

If it is agreed that a child would benefit from a 1:1 or small group intervention in a key area, the children may be offered the opportunity to work in the practical areas outside each classroom. There is also the "R n R" room which can be used as a distraction free learning zone or sensory break space, if agreed as part of their support plan.

The **Burrow** based in the **Lodge**, has been established as a sensory safe space to support children with their sensory or regulatory needs throughout the day, this may include a soft start meet and greet, or during the day as needed.

The **Nest** is a small nurturing group of pupils in year 5/6, taught by Miss Jessop, a qualified teacher and SENDCo and supported by TA's who have experience with and know our SEN pupils well. The children identified to attend this group are reviewed termly and attendance is based upon performance within the classroom, and cognitive profiles from Educational Psychologist assessments. The pupils within the Nest benefit from a slower paced curriculum, covering the Year 5/6 curriculum, differentiated in Reading, Writing and Maths, to support the children to close gaps in their learning and build their confidence through a practical hands on approach to learning.

Lodge Lunch Club offers a quiet, structured environment for identified children to access during lunch times (this is daily available to those children who need it, with 2 pupils per class being given a pass to join one day a week).

ELSA Mrs Preston is our Emotional Literacy Support Assistant – who delivers a bespoke timetable of 1:1 and small group interventions for pupils to develop skills in emotional regulation, recognising and feeling emotions, social skills, taking therapies and Autism: understanding my diagnosis, sessions (trained by AOT.)

Behaviour Support Assistant Mrs Pratt is our behavioural support assistant. She is working closely with Faye (Behaviour and Inclusion Lead) to develop rigorous tracking and target setting using the BOXALL profile, to try to develop a range of SEMH skills through small steps targets and bespoke interventions.

Sensory regulation or movement breaks are delivered throughout the day on a whole class basis before periods of focus, or after long periods of focus and also as and when needed by individual pupils to enable them to move and reset as necessary. For some key children, movement breaks and opportunities are offered as and when needed to ensure that they can continue to access their learning.

Through working with a Trainee Occupational Therapist from Coventry University, we have personalised these for key children, for whom the traditional sequence did not work and have created individualised sensory profiles so that each pupil can access sensory activities bespoke to their needs and presentation to best prepare them for their learning.

Forest Schools are being offered as part of the PPA timetable this year, providing classes opportunities to develop their team skills, social skills and emotional regulation in an outdoor learning environment. The children learn to work as a team and build confidence and independence through a range of activities embracing nature.

The children work as part of a group to complete a range of activities are which are designed to develop one or more of these areas of skill:

S - Social

P – Physical

I – Intellectual

C - Communication

E – Emotional

S – Spiritual

In addition to this, there are scheduled supervised activities and zoned areas within the playground and field to provide our children with a range of opportunities for developing different skills with equipment whilst outside at lunch times.

(c) How Blaby Stokes CE Primary School will adapt the curriculum and learning environment for pupils with Special Educational Needs.

The school aims to provide a broad and balanced curriculum for all our pupils including those with Special Educational Needs and Disabilities, and all teachers endeavour to ensure full curriculum entitlement and access as much as possible (or appropriate for some key pupils in discussions with parents and outside agencies.) We are committed to maximum integration appropriate with meeting individual needs, the highest quality of education for all pupils and the efficient use of resources.

We will make any reasonable adjustments required to ensure that all children can access the curriculum. All staff have been trained in the principles of dyslexia

friendly learning environments and how to make the learning environment accessible and comfortable for children with Autism Spectrum Disorders.

It is expected that within the classroom equal access to learning support from the class teacher is provided for all groups of learners and that not all learning support will be provided by the Teaching Assistants. Teachers support all groups of pupils including those with SEND during a sequence of lessons. Other adaptations are made at the planning stage by encouraging pupil participation through all stages of the lesson using a variety of teaching methods and styles, including developing strategies so learners are able to support each other. Pupils have opportunities to work as part of a class, in small groups, in pairs and individually. These groupings may be ability grouped or mixed ability encouraging pupils to support each other.

(d) Support that is available for Children receiving SEN support.

At Blaby Stokes, pupils who have been identified as having special educational needs will have additional support which is outlined in their individual learning support plans. By monitoring pupil progress, the area of need and an appropriate level of support will be identified. This may include:

- Small group support work in class
- Small group intervention work for reading, phonics, spelling, writing or maths programmes.
- Individual support for reading
- speech and language programmes,
- occupational therapy programmes.
- Social skills groups
- 1:1 or small group work for social, emotional and mental health needs

Learning Support Assistants are provided to suit the needs of each class and the class teacher will liaise with their LSA to plan support programmes appropriately. Classes where there are higher levels of need will receive more Learning Support Staff support than those that have less. The level and frequency of support will depend on the individual level of need.

(e) 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 and carers are invited to accompany their child on a school trip if this ensures access.

After school clubs are available for all children to access and we use our best endeavours to try and ensure that pupils with a range of needs are represented

well as a proportion of children at the clubs. Where there is a financial implication, pupils in receipt of pupil premium funding may be subsidised by the school to enable them to attend, where appropriate.

Pupils with EHCP's may be able to access out of school club funding – this is only allocated on set dates: [Out of school funding | Leicestershire County Council Professional Services Portal](#)

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

Supporting children in their emotional and social wellbeing is an integral part of the school ethos and curriculum for all children at Blaby Stokes CE Primary School. We have a caring, understanding team who look after all of our children.

We offer support to those children who are finding particular social and emotional aspects difficult, and children are able to work with adults on a 1:1 basis or small group both inside or outside the classroom.

Other support and provision available to support children's emotional and social development and needs includes:

- Lunch Club is offered on a rota basis for all children to access, but allows children who find being in the playground challenging an opportunity to join in with structured games/ activities in a small group. An adult is always present to offer support and steer the children's development.
- A PSHE curriculum that focuses on developing children's social skills and the emotional aspects of learning including philosophy.
- Outside agencies support within all areas including social, mental and emotional health where appropriate
- Themed assemblies and lessons
- Personalised behaviour programmes to suit a child's particular needs
- Social skills and friendship intervention groups (e.g. Lego therapy)
- Emotional Regulation activities and interventions
- Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

4. [Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.](#)

Miss Wallis (SENDCO)

Miss Wallis is a qualified teacher and SENDCo, as well as one of the Lead Professional SENDCo's within the Trust, completing her NASENDCo (National Award for Special Educational Needs Coordinators) in 2012.

Miss Wallis works closely with the LEARN Academy Trust SENDCO group to develop SEND practices and improve outcomes for children with Special Educational Needs as a Lead Professional SENDCo in the Trust. The team works together to ensure they remain up to date with current practice.

As a school we have also invested in training to enable staff members to develop their knowledge of a range of different special educational needs.

We have strong links with organizations such as Leicestershire Specialist Teaching Services, a Specialist Teacher in Autism who all provide training opportunities. Staff working with pupils with highly individualised needs have specific training and work closely with the external agencies such as

- School nursing (Healthy Together) [Healthy Together 0-19 \(Health Visiting and School Nursing\) - Leicestershire Partnership NHS Trust](#)
- Wellbeing support from the Local Authority [Help for children and families | Leicestershire County Council](#)
- NHS Speech therapy [Children's Speech and Language Therapy Service Leicester, Leicestershire and Rutland | Leicestershire Partnership NHS Trust](#)
- NHS Occupational therapy [Children's Occupational Therapy Service - Leicestershire Partnership NHS Trust](#)
- Bridge Park Plaza (Paediatricians)
- Autism Outreach Team
- Child Protection Advisors
- CAMHS (Child & Adolescent Mental Health Service)
- AAP (Attendance Advisory Practitioner previously known as Educational Welfare Officers)
- HSS (Hearing Support Service) to support children with hearing impairment
- VI (Visual impairment) support services to support children with vision impairments
- Health and Social Care
- LES (Leicestershire Early Support)
- The Learn-AT multi academy trust (MAT) schools obtain support from Educational Psychologists from Partners in Psychology (psychology service). (our link Psychologist is Gabby Newman) They would normally only work directly with children whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them.
- Oakfield Outreach support
- Early Years Inclusion Team

Individual classroom teachers and support staff attend training courses relevant to the needs of specific needs in their class. All staff undertake autism training as part of their role.

The medical needs of the children in the school are also tailored for by ensuring the appropriate staff have the required training in order to support the child's needs. In school we have members of staff trained to provide help and support for specific medical needs.

5. How will equipment and facilities to support children and young people with special educational needs be secured.

The graduated approach of Assess, Plan, Do, Review enables us to highlight and identify areas of need for children with SEND.

There is an allocated budget for SEND reviewed annually according to needs. Additional resources for learning are allocated to individual needs within the school budget limitations. For those with more complex needs, additional SEND Intervention funding (this is centrally retained by the Local Authority) may be required to meet the needs of the assessed pupil.

Interventions used at Blaby Stokes:

- Lego therapy
- Numicon
- Social communication groups
- Lunch time club provision – accessible to all pupils but with a daily skill building focus
- Personalised interventions
- Phonics interventions
- 1:1 or small group maths
- 1:1 or small group reading and comprehension support
- Emotional Regulation activities (Including Zones of Regulation) or 5 point scale strategies
- Fine motor and handwriting interventions
- Touch typing sessions
- Whole word reading
- Precision Teaching
- ELSA

6. Blaby Stokes CE Primary School's arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their child.

At Blaby Stokes we have an 'open door' policy and parents are always welcome to come in to discuss their child's needs at any point. Meetings can also be arranged with members of staff including the SENDCO or a child's class teachers through the office.

At Blaby Stokes, we believe that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to appropriate intervention and provision.
- That both personal and academic targets are set and achieved effectively.
- Ongoing social and academic progress of children with SEND.

Parents are involved at all stages of process of planning and reviewing the children's individual learning plans and passports. Parents are informed of targets and strategies of how they may support their child using the learning plans are shared. If an assessment or referral is required then both parents and pupil will be consulted and all information from outside professionals/ agencies will be communicated.

Parents are also involved in creating the 'one page profile' and 'Support Plans' for their child at the relevant and required point in the process and be invited in to attend meeting with the external agencies.

7. Blaby Stokes CE Primary School's arrangements for consulting young people with special educational needs about, and involving them in, their education.

We encourage children to be involved with their education and support at every stage and are involved with decisions around their provision as much as possible and appropriate.

Children are involved in the review process and are able to give their thoughts about their progress, strengths and weaknesses.

Children are involved in creating their 'Passport to Provision,' where appropriate.

Children have the opportunity to speak with an adult they have a positive relationship and rapport with prior to any meetings so that they can organize their thoughts.

8. Arrangements made at Blaby Stokes CE Primary School relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at the setting

School Complaints Procedure

It is in everyone's interest that complaints are resolved at the earliest possible stage. The experience of the first contact between the complainant and the school can be crucial in determining whether the complaint will escalate. To this

end all staff and governors are aware of the procedure to be followed if a complaint is raised. Also, whilst not wishing to encourage complaints, complainants should note that they have a duty to raise a matter as soon as conveniently possible. It can then be investigated more effectively whilst information is fresh in the minds of all parties.

The school operates a 4 stage complaints procedure –

Stage 1: Informal Resolution - Complaint heard by staff member

Stage 2: Formal Resolution at Local Level: Investigation by a Nominated Individual - Complaint heard by the Head Teacher or Executive Headteacher.

Stage 3: Formal Resolution: Local Governing Body - Complaint heard by the chair of governors

Stage 4: Formal Resolution: Panel Hearing - Complaint heard by the governing body Complaints Appeal Panel

Please see the full complaints policy for further information, which is available on the school website.

9.How the governing body at Blaby Stokes CE Primary School involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

Examples of specialist agencies used by and that are available to be used by the school:

- School nurse services
- Educational psychologists
- Specialist teachers for children with hearing and vision impairment, including multisensory impairment, and for those with a physical disability
- Community Paediatricians
- Speech and Language Therapists (SALT)
- Autism Outreach
- Child and Adolescent Mental Health Services (CAMHS)
- Occupational Therapists
- Physiotherapists
- Behaviour forum at Oakfield Short Stay School
- Supporting Leicestershire Families
- Outreach services from 'Oakfield Short Stay' school and 'Birkett House' special school

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

The following link will take you to the **Leicestershire Local Offer** – [Leicestershire's SEND Local Offer | Leicestershire County Council](#)

SENDIASS

Telephone No: 0116 257 5027

Website; www.sendiassleicester.org.uk

Social care (supporting families) [Social care and supporting families | Leicestershire County Council](#)

Early Help

<https://resources.leicestershire.gov.uk/education-and-children/child-protection>
<https://resources.leicestershire.gov.uk/education-and-children/child-protection-and-safeguarding/early-help>

Contact details for the additional support services for parents and carers:

- Support Worker 01858464795
- CAMHS 01162952992
- Community Health Services www.leicspart.nhs.uk
- Parentline 0808800 2222 www.parentlineplus.org.uk
- Childline 080011111 www.childline.org.uk
- NSPCC 0808800 5000 www.nspcc.org.uk
- Family Information service 0116 305 6545 www.leics.gov.uk/family
- Special Needs Jungle (parent led information and resources)
<https://www.specialneedsjungle.com/>
- Leicestershire SEND Hub – Parent carer forum (PCF) [Home | Leicestershire Send](#)

11.The arrangements for supporting pupils with special educational needs in transferring between phases of education.

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

EYFS:

- Induction events take place in the summer term for all children.
- The EYFS teachers do pre-school visits in the summer term before the children are about to start. They will speak to the children and the Key members of staff to gain as much information about the children as possible. If the child has been identified as having Special Educational Needs then the SENDCO will also visit the nursery/pre-school setting for a meeting.

When moving class in school:

- Information will be passed onto the new class teacher and new learning plan and provision information shared.
- Transition to new class is facilitated by sessions during the summer term before with the new class teachers and environment. (If the child would be supported by a booklet with photos of places/ staff etc then that will be made for them) 'When moving school in Year 6.'
- We have a close relationship with the KS3 schools in the local area that our children transfer to and meet with the SEN departments to discuss the individual needs of pupils with special educational needs and also paperwork will be passed on.
- We arrange additional visits to a pupil's new school and members of staff from the new school come to work with children here so that relationships can start to be formed.

In the summer term the children will also do focused learning about the transition to support their understanding of the changes ahead.

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

- Induction events take place in the summer term for all children.
- The EYFS teachers do pre-school visits in the summer term before the children are about to start. They will speak to the children and the Key members of staff to gain as much information about the children as possible. If the child has been identified as having Special Education Needs then the SENDCO will also visit the nursery/pre-school setting for a meeting.

When moving class in school:

- Information will be passed on to the new class teacher and new learning plan and provision information shared.
- Transition to new class is facilitated by sessions during the summer term before with the new class teachers and environment. (If the child would be supported by a transition book then that will be made for them.)
- An additional visit to school during the Teacher Training Day at the end of the Summer holiday are offered, for the child and parent to come and see the new classroom setup and speak with their key adults to support them to prepare for the return to school.

When moving school in Year 6:

- We have a close relationship with the KS3 and 4 schools in the local area that our children transfer to and meet with the SEN departments to discuss the individual needs of pupils with special educational needs and also paperwork will be passed on.
- We arrange additional visits to a pupil's new school and members of staff from the new school come to work with children here so that relationships can start to be formed.
- In the summer term the children will also do focused learning about the transition to support their understanding of the changes ahead.

12. Information on Blaby Stokes CE Primary School's contribution to the publication of the local authority's local offer.

[Leicestershire's SEND Local Offer | Leicestershire County Council](#)