



SEND Information Report

The Department for Education's definition of what Special Educational Needs (SEN) is:

'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 him or her. 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 educational facilities.'

The 2014 SEND Code of Practice outlines four areas of special educational need that include a range of difficulties and conditions:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical

Children with SEND will have access to the full National Curriculum, differentiated as appropriate by the class teacher with reasonable adjustments. The school adopts the graduated response recommended by Leeds LA and as laid out in the SEND Code of Practice for the identification of children with SEND. The child's IPM (Individual Provision Map) details how teachers will differentiate and support the child's learning needs within a continuum of provision from universal to targeted to personalised/specialist.

This report answers questions members of our school community may wish to ask about SEND provision at Alwoodley. Extra information is available upon request and within policies included in the school's website.

Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality
- Complaints

<p>What types of SEN does the school provide for?</p>	<p>The school provides support for children across the 4 areas of need as laid out in the SEN Code of Practice 2014:</p> <p><u>The kinds of SEN that are provided for</u></p> <p>Our school welcomes all children with SEN and currently provides additional and/or different provision for a range of needs, including:</p> <ul style="list-style-type: none"> • <u>Communication and interaction</u>, for example, Autism or speech and language difficulties • <u>Cognition and learning</u>, for example, dyslexia • <u>Social, emotional and mental health difficulties</u>, for example, attention deficit hyperactivity disorder (ADHD) • <u>Sensory and/or physical needs</u>, for example, visual impairments, hearing impairments, processing difficulties, epilepsy and medical needs.
<p>Which staff will support my child, and what training have they had?</p>	<p>All SEND provision is overseen by the Senior Leadership Team and is coordinated by the Special Educational Needs Co-ordinator (SENCO) Mrs Wray. Mrs Wray has a BA (Hons) QTS and the National Award for Special Educational Needs Co-ordinator. The school regularly audits the skills and training of the staff and the SENDCo assigns courses to teachers and teaching assistants according to pupil needs and staff development.</p> <p>These include but are not limited to:</p> <ul style="list-style-type: none"> • Little Wandle • Speech & Language • Attachment • Cerebral Palsy • Safe Handling and Moving • STARS training - Making Sense of Autism • SENCO Training/Network • Intensive interaction • Sensory circuits • Dyslexia training • Jelly and Bean • B Squared assessment document
<p>What should I do if I think my child has SEN?</p>	<p>If you know that your child has an additional need, this should be included in admission and transfer document. If you suspect that your child has an additional need then you should, in the first instance, speak to your child's class teacher. The class teacher will either inform the SENDCo of your concerns or arrange a meeting between the parents/carers and the SENDCo.</p>
<p>How will the school know if my child needs SEN support?</p>	<p>We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and key stage outcomes, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:</p> <ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • Fails to close the attainment gap between the child and their peers • Widens the attainment gap <p>This may include progress in areas other than attainment, for example, social needs.</p>
<p>How will the school measure my child's progress?</p>	<p>Limited progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.</p> <p>We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:</p> <ul style="list-style-type: none"> • The teacher's assessment and experience of the pupil • Their previous progress and attainment and behaviour • Other teachers' assessments, where relevant • The individual's development in comparison to their peers and national data • The views and experience of parents • The pupil's own views • Advice from external support services, if relevant <p>The assessment will be reviewed regularly.</p> <p>Children who are not working within national curriculum or 2 or more years behind their age-related expectation will be tracked using the B Squared assessment programme.</p>
<p>How will I be involved in decisions made about my child's education?</p> <p>How will my child be involved in decisions made about their education?</p>	<p>At Alwoodley Primary, we feel very strongly that parents/carers and pupils should be as involved as possible in their education. Wherever possible, we aim to involve them in creating or amending any documentation (Individual Provision Maps) that are used in school. We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. Many younger children at primary school age are not able to take an active role in these discussions - the decision of whether or not to include them will be taken together with parents. These conversations will make sure that:</p> <ul style="list-style-type: none"> • Everyone develops a good understanding of the pupil's areas of strength and difficulty • We consider the parents' concerns • Everyone understands the agreed outcomes sought for the child • Everyone is clear on what the next steps are.

	<p>We will notify parents when it is decided that a pupil will receive SEND support.</p> <p>Whenever appropriate, children who have an Education Health and Care Plan (EHCP) are invited to the child centred section of annual reviews and school regularly uses independent advocates (e.g. SENDIASS) to ensure children with SEND have a voice.</p>
<p>How will the school adapt its teaching for my child?</p>	<p>Where adaptations to Quality First Teaching (QFT) are required, these, along with the pupil outcomes sought and support required, will form a more detailed IPM.</p> <p>We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.</p> <p>This information will be communicated to parents/carers up to six times per academic year through: Parent consultations (2 times) IPM review meeting (3 times) and end of year reports (once).</p> <p>All parents/carers are invited to request additional meetings with their child's class teacher and/or the SENCO if they feel they would like further information or have any concerns. Class teachers and the SENCO may also suggest these additional meetings to enable clear, open communication around each child's needs.</p>
<p>How will the school evaluate whether the support in place is helping my child?</p>	<p>We constantly review the different support strategies and interventions for their effectiveness. New advice is considered, along with pupils and parents' views, to ensure we put in place the best possible provision. This is reviewed by the SENCO in collaboration with phase team leaders and class teachers as appropriate.</p> <p>All teachers and support staff who regularly work with the pupil will be made aware of their needs and any teaching strategies or approaches that are required through the use of One Page Profiles for each child</p> <p><u>Working with other agencies</u></p> <p>Links and partnerships are developed with outside agencies to provide support and advise teachers to meet all pupil's needs.</p> <p>We actively seek out agency support where appropriate for our learners and aim to involve parents as much as possible in this process. If parents are involved with additional agencies that have not been contacted directly through school, we welcome the opportunity to work with them in supporting children. This could be through phone consultations, meetings or the sharing of reports. Parents of children who are receiving support from a number of external agencies may be offered an Early Help Plan, which ensures all agencies involved attend regular meetings to review progress and plan outcomes.</p>
<p>How will the school resources be secured for my child?</p>	<p>We have a team of teaching assistants who are trained to deliver interventions such as Speech and Language, Nessy, Jelly and Bean and Little Wandle SEND programmes.</p>

	<p>Teaching assistants will support pupils in small groups when Class Teachers identify a need for a group of children with a particular level of need to have some additional support - both academically or socially. Teaching assistants will support pupils on a 1:1 basis when their need is very specific or there aren't any other children requiring support in the same area within the class or phase as appropriate. We work with the following agencies to provide support for pupils with SEN:</p> <ul style="list-style-type: none"> • Educational Psychologists • Leeds SENSAP • Speech & Language Therapists • Occupational Therapist • Child Protection advisors • Social Services • CAMHS • Adoptive Parent Support • Sensory Impairment Team • Leeds SENIT Team – Early Years Team, Cognition and Learning Team and the Inclusion Team • Occupational Therapists Physiotherapists • Alwoodley Cluster Partnership encompassing: Family support workers and Child therapeutic services • North East Area Inclusion Partnership • STARS Team <p>Staff have the opportunity to attend training prior/whilst your child attends school. In addition, we liaise closely with external agencies to give us advice on risk assessments, accessibility to the building and availability of appropriate equipment.</p>
<p>How will the school make sure my child is included in activities alongside pupils who don't have SEND?</p>	<p>Children with SEND are taught in mainstream classes in mixed ability groupings and access social interactions alongside non-SEND pupils with support as required. They are encouraged, and supported where required to access all aspects of school life. Reasonable adjustments are made to the curriculum where needed to ensure that all children are able to access it.</p> <p>All of our extra-curricular activities and school visits are available to all our pupils, including our lunchtime and after-school clubs. Reasonable adjustments will be made to ensure all pupils are able to attend all of our tips and activities.</p> <ul style="list-style-type: none"> • Our accessibility plan is available on the school website and we take all reasonable steps to ensure our building is accessible for all children who attend Alwoodley Primary. • All pupils are encouraged to go on all educational visits including our residential trips throughout Key Stage 2. All pupils are encouraged to take part in sports day/school plays/special workshops/Subject Challenge Days, etc. • No pupil is ever excluded from taking part in these activities because of their SEN or disability. • Risk assessments are carried out and procedures are put into place to ensure all children can participate. Parents are

	<p>encouraged to discuss with staff any concerns they have and procedures which may need to be put in place before the event. However, if it is deemed that an intensive level of 1:1 (or higher) support is required, a parent or carer may be asked to accompany the pupil during out of school clubs/activities. This decision will be taken together with parents. Additionally, a trip that better suits the needs of pupils with SEND may be provided as an alternative.</p> <ul style="list-style-type: none"> • PE lessons are suitably adapted, where possible, to ensure inclusion for all and appropriate risk assessments will be in place. In addition, any advice or programmes suggested by physiotherapists or occupational therapists will be adapted into these sessions. • When choosing roles and responsibilities within school we ensure all pupils who have additional needs are not treated less favourably and have opportunities to take part in groups such as sports/school councils.
<p>How does the school make sure the admissions process is fair for pupils with SEN or a disability?</p>	<p>No child will be refused admission to school on the basis of their special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. Our admissions policy can be found on our website.</p>
<p>How does the school support pupils with disabilities?</p>	<p>At Alwoodley, we want all children to achieve the best possible progress in all areas, including social and emotional development. We make the following reasonable adaptations to ensure all pupils' needs are met:</p> <ul style="list-style-type: none"> • Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc. • Physical changes to the classroom layout to promote easier access • Adapting our resources and staffing • Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc. • Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
<p>How will the school support my child's mental health and emotional and social development?</p>	<p>At Alwoodley Primary School, we believe that supporting the health and well-being of our pupils is essential in improving their academic outcomes. Social, Emotional and Mental Health (SEMH) is critical to the development and educational achievement of children and young people. Mr Arundale and Mrs Shaw work as part of the Inclusion Team in school. They provide support and guidance to pupils and to parents and carers, to help school pupils overcome barriers to learning which may be due to social, emotional or behavioural problems. Working closely with other professionals, both within and outside school, the Inclusion Team identify and break down barriers, helping children to feel safe, be happy and stay motivated to enable them to enjoy learning and achieve their full potential. Children are</p>

	encouraged to regulate their behaviour through the use of Zones of Regulation. All classrooms promote the use of Zones of Regulation.
What support will be available for my child as they transition between classes or settings?	<p>We use a variety of methods to ensure all pupils have a smooth transition:</p> <ul style="list-style-type: none"> • Prior to entry into Reception, staff arrange nursery visits, hold new parents' evenings, and arrange pupil/home visits. In addition, and where appropriate, once a school place has been confirmed, staff will contact nurseries to ensure prior information is received or attend review meetings to establish specific needs to ensure adaptations to the environment, staffing, the organisation of training etc can be made before entry to the school. The SENCO is available to assist in any/all of these. • Transition discussions take place between the previous or receiving school prior to pupils joining or leaving. • During the summer term transition arrangements will be discussed as part of the IPM review meeting. In addition, if parents feel they would like an additional meeting between class teacher, SENCO and themselves, this can be arranged. The school SENCO ensures all pupil details are transferred to the next class teacher. • All pupils within school attend transition mornings where they spend time with their new class teachers and teaching assistants each year. • Additional visits are arranged and encouraged for pupils who require extra time in their new class/school. If it is beneficial, both the current and new class teacher may undertake additional work on transition with a pupil. • SENCO liaises with other SENCOs from receiving school/secondary schools so sharing and gathering of information can take place regarding levels/needs for children with SEND. Staff from these schools may be invited to a review meeting for these pupils. The SENCO can arrange for parents to meet new members of staff from the receiving school to discuss concerns and their child's needs and new routines. In addition, the head of Year 7 liaises with our Year 6 staff through an additional transition meeting • Pastoral team/SENCO/Year 6 staff arrange additional visits to selected secondary school if required. • Pupils have opportunities within year 5/6 to attend organised event days to some secondary schools. • Parents of children with SEN are invited to contribute to the transition planning process prior to each child moving classes. Where appropriate, the children are also included in this process
What support is in place for looked-after and previously looked-after children with SEN?	Social workers are included in annual reviews and where possible linked to PEP meetings.

<p>What should I do if I have a complaint about my child's SEN support?</p>	<p>We value good home/school relations and will, therefore, do everything we can to establish and maintain them. This includes seeking to resolve any concerns or complaints promptly, and to the satisfaction of all concerned. The school has a complaints policy which is available on the school website. The SENCo is available for meetings on request.</p> <p><u>Contact details for raising concerns</u></p> <p>If you have any specific concerns that cannot be answered by your child's class teacher, please contact the SENCO, who can be reached through office@alwoodley.net or sarah.wray@alwoodley.net</p>
<p>What support is available for me and my family?</p>	<p><u>Contact details of support services for parents of pupils with SEND</u></p> <p>The Leeds Special Educational Needs and Disability (SEND) Information Advice Support Service (IASS) offers impartial advice about any kind of SEND, including SEMH needs, to families in Leeds: https://sendiass.leeds.gov.uk/ 0113 378 50020</p> <p>Other agencies which may be helpful:</p> <ul style="list-style-type: none"> • Scope - www.scope.org.uk • Mindmate - https://www.mindmate.org.uk • STARS (Autism support) http://www.starsteam.org.uk/ 0113 3789792 starsteam@leeds.gov.uk <p><u>The Leeds local offer</u></p> <p>Local authorities are required to publish information about all services in the area for children and young people with SEND aged 0-25 in one website. This includes all health, education and care services and they have a legal duty to help make this happen. The Leeds Local Offer website uses a specialist search engine that will return information about the support and services available in Leeds for children and young people. For further information about the Leeds Local Offer follow: http://www.leeds.gov.uk/residents/Pages/Leeds-Local-Offer.aspx</p> <p>If you would like advice and information about how to use the Leeds Local Offer please contact the Leeds SEND Information Advice Support Service (formerly Parent Partnership Service). The team can provide you with general information about services for SEN and disabilities and advise you. Leaflets and downloads can also be posted out to you. For expert advice on any of the services shown in the Leeds Local Offer please use the contact details that each specific website provides. You can call the Helpline on 0113 378 5020 or use the contact form on https://familyinformation.leeds.gov.uk/sendias-site/contact-us</p>

This policy information report will be reviewed by the school SENCO every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing body.

Report Reviewed: 21st May 2024 Due for Review: Summer 2025

Roles and responsibilities explained

SENCO Duties include:

- Work with the head teacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHCP's
- Liaising with the relevant designated teacher where a child looked after pupil has SEN
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEN governor will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The Headteachers will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEN policy and provision in the school
- Update the governing body on the effectiveness of SEND and disability provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class, including those with SEND

- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

Glossary

Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

CAMHS – child and adolescent mental health services

Differentiation – when teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

EHC plan – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision which meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages