



SEND Core Offer

Special Educational Needs and Disability Information Report 2025 - 26

Blackgates Primary Academy Ethos

At Blackgates we believe that our school reflects the diversity of society, and should be and is, as inclusive as possible. We are proud to be an inclusive school providing a high quality, creative and challenging education within a secure, caring and happy environment, where every child experiences a sense of enjoyment and is helped to achieve their very best. The benefits of inclusion affect all our children, in that they develop their understanding and empathy, and become more caring, understanding members of society. We believe in equal opportunities for all, where everyone is treated with respect and dignity and as such, equally valued.

We value and honour the views of the children and their families and provide opportunities for them to influence change, and to be fully involved in the decision making.

What is Special Educational Needs?

A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person 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 of the same age in mainstream schools or mainstream post-16 institutions.

(Special educational needs and disability code of practice – January 2015)

What are the areas of SEND?

Communication and Interaction

Children with speech, language and communication needs (SLCN) have difficulty communicating with others and may also not understand and use social rules of communication. This often includes children with Autism Spectrum Disorder.

Cognition and Learning

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) and severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health

Children may experience a wide range of social and emotional difficulties. These may include becoming withdrawn, isolated as well as displaying challenging or disruptive behaviour. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or Physical Needs

These include visual impairment, hearing impairment or multi-sensory impairment which will require specialist support and/or equipment to access their learning. Some children with a physical disability require ongoing support and equipment to access all the opportunities available to their peers. It also supports children with medical needs.

What is disability?

The Equality Act 2010 states that a person has a disability if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

A physical or mental impairment includes: learning difficulties (including specific learning difficulties); medical conditions (including epilepsy, diabetes, more severe forms of asthma and eczema); autism; speech, language and communication impairments.

If the impairment has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities it may amount to a disability.

What do I do if I think my child may have special educational needs?

If you feel that your children may have SEND then you should speak to your child's class teacher in the first instance.

If you still have concerns contact Mrs Hartigan (SENDCo – Special Educational Needs and Disability Co-ordinator), Mrs Elston (SENDCo – Special Educational Needs and Disability Co-ordinator), Mrs Coulson (Principal), Mr White (Learning Mentor), Miss Cooper (Positive Regar Lead) or Mrs Rumford(Chair of Governors). A meeting will then be arranged to discuss concerns and explore strategies to support your child.

How will Blackgates Primary Academy support my child's learning?

Wave 1 Quality First Teaching Universal	Quality first teaching forms the basis of provision for all children. Your child's teacher will plan and deliver learning activities that are adapted to allow all children to make progress from their individual starting points. The class teacher, where necessary, will discuss any difficulties with the SENDCo. All teaching staff regularly receive up-to-date training to meet the needs of their class.
Wave 2 Provision Targeted	Children who require additional support have these needs met through a graduated framework of carefully planned interventions and support. Your child may take part in additional small group activities or receive some individual support. The child will have a Learning Support Plan where their progress towards these targets can be monitored. The class teacher can provide information in detail about the specific provision and arrangements that have been put in place for your child.
Wave 3 External Support Personalised	Where necessary the SENDCo will co-ordinate with external agencies to provide additional support and guidance to support your child. Following this a programme of learning will be tailored to suit the individual needs of your child. If required, following advice from the professionals, appropriate measures will be taken to employ or re-deploy staff, obtain recommended specialist resources and equipment and organise necessary training. All decisions will be discussed by the SENDCo with the parents/carers, child and relevant professionals.

Effective and regular monitoring and assessment of the child's progress will be undertaken and related closely to relevant outcomes decided by all involved.

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

A graduated response will be used beginning, where appropriate, with adapted quality first teaching within the classroom, using a cycle of assess, plan, do, and review. A variety of groupings will be used to enable optimum support and progress within the classroom.

On assessment and review it may be decided that a more structured approach is required, and advice will be sought from relevant professionals. This may involve individual or small intervention sessions, nurture groups, one-to-one sessions or mentoring being provided and specific resources or techniques used.

Where appropriate children will access 'The Regulation Station', and/or our Soft Play and Sensory room, specialist sports provision, social communication and interaction sessions or pastoral support interventions including Play Therapy and Emotional Literacy Support Assistant (ELSA) sessions.

Later, where necessary, a formal assessment may be requested, and it may be decided that an Education and Health Care Plan (EHCP) is required. All support will be matched to the needs of the child, and appropriate support will be identified. We firmly believe in early intervention and support programmes to minimise difficulties accessing the curriculum and

prevent the development of emotional issues. Parents/carers and the child will take an active role at all stages.

How accessible is the school?

All areas within the school are wheelchair accessible. We have ramps wherever required, wide doors and corridors, a fully equipped care suite with shower, including an electric hoist, and six disabled toilets throughout school.

We have a wide range of equipment to support children with SEND including a Soft Play/Sensory room, 'The Regulation Station' which is an area to support emotional regulation of children, and additional equipment e.g. reading resources, maths equipment and computer software are provided throughout the school to ensure equal access to the curriculum. Additionally, we have a Play Therapy room and ELSA intervention room.

How will I know how well my child is doing and how will you help me support my child's learning?

Regular meetings will be arranged, both formal and informal, where parents/carers views will be sought. Parents/carers will have access to the teacher and/or teaching assistant on a daily basis for short informal discussions, and arrangements can be made for longer meetings.

Discussion and copies of the child's individual programmes, including Learning Support Plans and Behavioural Support Plans, and professional's reports will be sent to parents or carers.

Parents/carers will be invited to meet with professionals to discuss programmes of work, progress and concerns.

Parents/carers will also be offered information about parent training courses through the School, Leodis Support Services, Learning Mentor, or the SENDCo team. The class teacher will offer support and advice to parents/carers about homework tasks or reinforcement of classroom strategies.

What support will there be for my child's overall well-being and social, emotional and behavioural development?

Blackgates prides itself on having a caring and supportive ethos. We meet the emotional and social needs of individual children and ensure that our children have the highest level of pastoral care possible. The school considers training in Child Protection Procedures to be of paramount importance. Staff are all trained in Child Protection procedures. The school has six members of staff that are specially designated to safeguard all children.

Pastoral support is provided by the Learning Mentor (Mr White) and Positive Regard Lead (Miss Cooper). Social Care support is provided by the Principal (Mrs Coulson), the Learning Mentor (Mr White), the SENDCo team (Mrs Hartigan and Mrs Elston) and the Positive Regard Lead (Miss Cooper). Medical support is provided by the Learning Mentor (Mr White), and a number of staff have a wide range of medical training and/or Paediatric First Aid.

All statutory policies are available to view on the school website or in printed form if requested, including SEND and Inclusion, Behaviour, Medical, Teaching and Learning, Safeguarding, Bullying, Health and Safety, Accessibility and Admissions. All other policies are available in printed form from the school office and on the school website.

What services and expertise are available or accessed by the school, including staff with specific knowledge/qualifications?

School is able to refer children to child health services at any time and has access to the school nursing department and Leeds Continuing Care Team, including Ventilation Nurse Specialist, Gastronomy Nurse Specialist and consultants. We are also able to access the Disability Social Care Team if there are any concerns or requirement for advice about social issues.

Several of our Teaching Assistants have had high levels of medical training, several Numicon trained members of staff, two teachers have Level 2 Autism training, one teacher has Level 3 Autism training, one Attention Autism trained teaching assistant, several teaching assistants trained on using social stories and Lego Therapy and we employ our own private Speech and Language Therapist and Sports Coach.

We also have close links with a range of external support services who visit the school or are available to give support and advice, including:-

SEND Casework officers (SENSAP) Educational Psychologist Speech and Language Therapist (NHS and The Talking House) Deaf and Hearing Impaired Team (DAHIT) Blind and Visually Impaired Team Physiotherapists Occupational Therapists SENIT team Complex Needs Services Children's Centre STARS outreach team Hannah House (Respite) Specialist Advisors Specialist Inclusive Learning Centres (SILC's) – for advice and training	Wheelchair Services – Rosscare Leeds Equipment Stores Clinical Psychologist Mind Mate CAMHS Portage Workers Attendance & Improvement Officer Parent Partnership Services Family Outreach Workers (Children's Centre) Leodis Support Service Art Therapist Play Therapist Counselling Service Passenger Transport officer
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What training and development is done by staff supporting those with SEND?

All Teaching Assistants have regular moving and handling training, and many staff are trained in first aid and resuscitation techniques. Teaching Assistants have specific medical training and knowledge including tracheostomy, gastrostomy and catheterising training to ensure all individual needs are met. Staff have accessed Makaton training, symbol exchange training and intensive interaction training.

Staff have had Level 1 training for Autism, and some staff have had Level 2 training for Autism and both SENDCos are Level 3 Autism Lead Practitioners.

All staff (including teaching assistants) have had phonic training and specific reading and maths training for booster groups.

All staff have had ADHD and Executive Function training.

Staff also have regular advice and support from Speech and Language Therapy, Physiotherapy and Occupational Therapy and seek advice from the local authority teams including SENIT and STARS.

How will my child be included in activities outside the classroom?

All children have access to extra-curricular activities, trips and residential. Parents/carers are involved very closely in the planning and preparation for these, and specific meetings are arranged to ensure that all aspects are considered and agreed, and risk assessments devised. Special arrangements are made to ensure adequate staffing and specialist transport is arranged.

How will school help children and young people transfer to the next phase of education?

Individual transition programmes are designed for children with additional needs, as required. These are overseen by the Learning Mentor, SENDCo team and the Principal, and meetings with parents/carers may be arranged to discuss appropriate schools. If necessary visits to the schools may be organised to help parents/carers with decision making.

How are the school's resources /funding are allocated and matched to the children's needs?

The school spends the money it receives wisely to ensure everyone can succeed. The SENDCo team, Principal and class teachers will discuss what will best support your child. Parents are often involved with these decisions. Some money may be spent on additional resources, e.g. wobble cushions, work stations.

The school is funded on a notional formula per pupil. Schools are funded with blocks of £6,000 which is within the school's budget. This is used to support children and young people with SEND who are on the school's SEND register. The school can apply for an EHCP 'top-up' funding, based on a strict criterion and statutory framework, if it is felt that a child's needs are above that which can be provided through the notional budget. The school uses the funds to put appropriate support in place to meet the specific needs of a child. In most cases this will take the form of additional adult support for learning, development of independence, and support for personal care.

The child's needs would be assessed by all the professionals involved and the parents/carers would be invited to a meeting where decisions would be made in accordance with the agreed needs. Parents/carers will be given clear information as to how the budget will be used to support their child, and the effectiveness of the use of the budget will be carefully

monitored. Funding would be applied for by the professionals involved and/or the SENDCo team and allocated to ensure all advised needs are met.

How are parents and carers involved in the school?

The school has an open door policy and we welcome parental involvement. The Governing Body have parent governors who act as a link between the school and all parents. Parents are informed regularly about teaching and other events through regular newsletters, the school website, and open evenings. The school holds information sessions to show parents our methods of teaching e.g. maths, English, phonics. Parents are invited into the school to take part in a wide variety of workshops, training, for events such as celebration assemblies and services, community evenings and also to various performances and concerts throughout the year. The views of parents/carers are actively sought through questionnaires, feedback forms and discussions. There are opportunities to become members of Blackgates Primary Academy's PTFA (Parent Teacher Friend Association), which is a group which support and raises funds for the academy.

Who can I contact for further information?

The first point of contact would be the school office (0113 8878155) to make an appointment to see the Principal, Learning Mentors or the SENDCo. If you would like to speak to the SEND Governor please request her details from the school office. There is also a Leodis Academies Trustee for SEND (Mike Cook) and his details can also be obtained via the school office.

Complaints

Should you have any concerns about the provision for your child, in the first instance please speak to the class teacher or SENDCo. If you feel that you have not received an adequate response, please follow the Leodis Trust complaint procedure as outlined in our complaints policy available on the website.