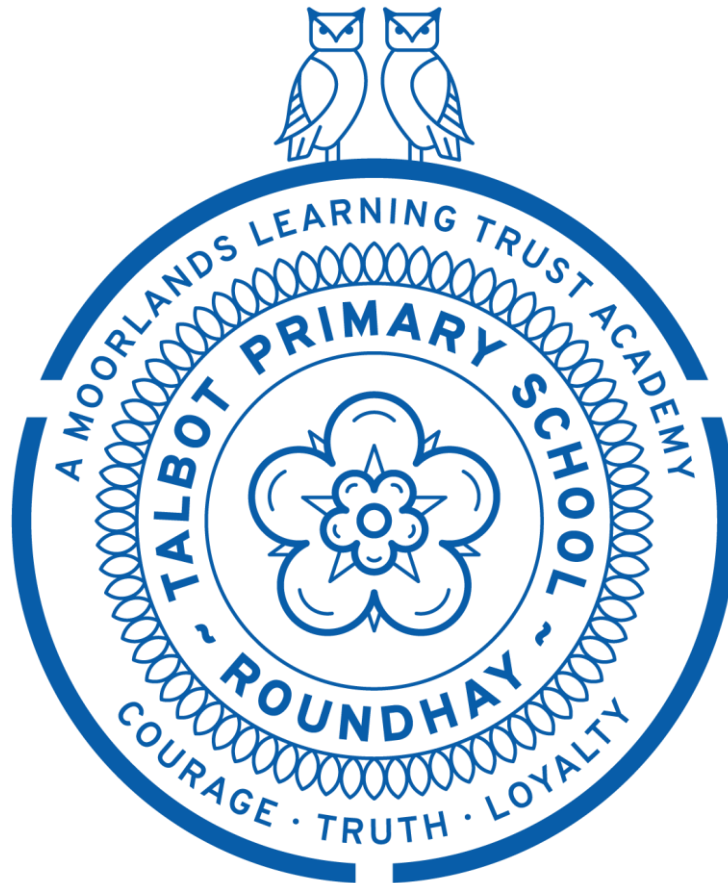


Talbot Primary School



Our Individual Offer

Reviewed/Revised: January 2026

Next review: January 2027

In November 2025, Talbot Primary School joined Moorlands Learning Trust. The schools in the Trust are united by a shared commitment to excellence, inclusion, and opportunity for all.

At Talbot Primary School, we pride ourselves on our inclusive ethos. We place inclusion at the heart of our school, striving for excellence and enjoyment for all pupils. We ensure every pupil is encouraged to be their best by adapting and responding to the individual needs of each pupil. Pupils, parents and carers are key partners in our inclusive vision. Parents and carers know their child the best and we endeavour to learn from them. Our ambitious curriculum, trips, extra-curricular and broader activities are designed to capture imagination, harness talent and ensure every pupil makes a positive contribution to our school and community. Our inclusive ethos remains central to all our decisions, empowering our pupils and their families.

Please find detailed below frequently asked questions from parents/carers.

What do I do if I think my child may have special educational needs and/or a disability?

Talbot Primary is a Moorlands Learning Trust academy and as such, the Academy Trust is the Admission Authority. We choose to follow the criteria set out by Leeds Council therefore all school places are allocated in accordance with the Leeds Admission Policy. Moorlands Learning Trust and the Local Governing Board have decided that children with Special Educational Needs and/or a disability will be admitted to the school in line with the school's agreed admissions policy, which can be accessed via the Admissions page of our school website. Moorlands Learning Trust and the Local Governing Board review this policy annually and consider any amendments in light of Leeds Council admission reviews.

It is helpful for school to know about any additional needs that your child may have at the earliest possible opportunity. When considering Talbot Primary School, please inform the school office that you would like to have a conversation with the Special Educational Needs Co-ordinator (SENDCo). The SENDCo, Adele Mitchell, will contact you to have an informal discussion, where options can be explored.

Where a diagnosis or condition is already known, school will work with the family to plan for the child's needs. If no diagnosis has been made, but you believe your child may require additional support, we will aim to support your child through provision that Talbot Primary School feel is appropriate, then possibly through professional advice, sought through the referral process, if your child meets the criteria set by the outside agency.

How will school support my child's learning?

The staffing arrangements will vary, depending on your child's needs. The class teacher will be responsible for planning, delivering and assessing your child's learning. Sometimes, a teaching assistant will deliver sessions, on a one-to-one basis, to tailor the curriculum for your child. As with all children, the class teacher should be the first port of call regarding routines and day to day matters. The whole support package is overseen by the SENDCo, who will liaise with you regarding provision. All Special Educational Needs and Disability (SEND) provision is

overseen and managed by the Senior Leadership Team (Parm Gill; Headteacher, Jude Rivers; Deputy Headteacher and Jessica Quinn and Tom Youdan; Assistant Headteachers).

Your child's progress and attainment will be assessed with regard to the end of year expectations for the year group your child is currently in. Your child may require an individual assessment programme to recognise and value small and significant steps in their learning. There may be termly, bi-annually or annual reviews, to which yourself, your child and relevant professionals will be invited. Your contribution is vital to our decision making about your child's education.

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

In order to ensure that your child can access the curriculum to the fullest possible extent, school will make all reasonable adjustments. This may include staff training, specialist resources, working with agencies and supporting medical needs.

How accessible is the school?

Talbot Primary School is a one story building, which is wheelchair accessible. There is a dedicated Care Suite in the Key Stage One building to support children with SEND with their toileting and hygiene needs. There are limited spaces for individual learning sessions; however, we are flexible in the use of areas within school. We adapt apparatus and resources where necessary to meet specific needs within lessons.

Details of the school's access arrangements, including information about the school's Care Suite, can be found on our school website within the Accessibility Plan.

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

In addition to normal reporting arrangements and the termly, bi-annual or Annual Reviews, it is likely there will be further meetings according to specific needs. As a broad guide, this would usually be one to two meetings per term with relevant staff. For children who receive one-to-one provision, there will be an opportunity to briefly share relevant information at drop-off and collection times. Children who receive one-to-one provision and who have an Education, Health and Care Plan will also have a home-school communication book. This book is a record of important daily communication between home and school; it enables adults within your child's life to communicate closely. We encourage parents, carers and family members to use the book to share positive information about your child's progress at home.

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

Every child's well-being is central to successful learning. Personal, Social, Health and Economic education is explored through structured lessons, assemblies and the broader curriculum. Emotional regulation is taught through discrete, half-termly Foundations of Well-Being lessons. We actively promote inclusion and always tackle acts of discrimination if they arise. There is an experienced pastoral team trained to support your child's emotional development in partnership with parents; this may include individual mentoring or group emotional well-being sessions. We talk to parents promptly about any concerns so that they can be addressed

quickly and effectively. We also access local provision via our Cluster to offer support for families within the community.

If your child requires medicine during the school day, we are able to do this in accordance with the school's medicine policy. This would be included in the child's Individual Healthcare Plan (IHCP).

What services and expertise are available or accessed by the school?

The Local Governing Board supports school in involving other bodies in meeting the needs of pupils with SEND; the responsibility to access these services is delegated to the Headteacher and SENDCo. These services may include health and social services, voluntary organisations and support services offered by the Local Authority.

School accesses support services offered by the Local Authority according to need via a criteria-met referral system. Currently, this includes the following services:

- Speech and Language Therapists
- Inclusion Support Workers
- Inclusion Advisory Team
- Occupational Therapists
- Physiotherapists
- Educational Psychologists
- Visually Impaired Team
- Deaf and Hearing Impaired Team
- Family Support Workers

Where appropriate, we may also access additional support through the Alwoodley, Roundhay and Moortown (ARM) Cluster, e.g. child counselling sessions. Access to these services will be very much according to need and is subject to the decision of the Guidance and Support Panel.

What training and development is done by staff supporting those with SEND?

Training is tailored according to need. In the past year, where applicable, teachers and support members of staff have undertaken training in:

- Noticing and Responding to Movement
- Autism Education Trust (AET) early years developing good autism practice (tier 1)
- Autism Education Trust (AET) school-age developing good autism practice (tier 1)
- Children and Young People's Diabetes School Workshop (Level 1, 2 and 3)
- Epi-pen, asthma, allergy and anaphylaxis
- Nasogastric tube and peg care
- Epilepsy for staff
- Introduction to Downs Syndrome
- Hearing Impairment and Deaf Awareness
- Hearing Impairment and Deaf Awareness equipment use
- Team Teach Level 1
- Extended School Non-Attendance
- Intimate Care
- Makaton Level One

- Colourful Semantics
- Neuro-affirming language
- Noticing and Responding to Movement
- Lego Therapy
- Awareness of Epilepsy

In addition, where children meet the referral criteria, we also work alongside outside agencies, such as the Special Educational Needs and Inclusion Team and The Deaf and Hearing Impaired Team to provide support for individual children.

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

For off-site activities, we may require an Individual Pupil Risk Assessment or a reference to your child within the main risk assessment. This will enable your child to access all activities as fully and safely as possible.

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

School regards transition, both class to class, and school to school, to be a critical factor to your child’s on-going success. We understand how challenging it can be for children and parents during periods of transition. School will work closely with your child, yourself and other relevant teams to ensure that progress made is not lost and to make the transition as efficient as possible. If a child transfers settings, where applicable, relevant paperwork and information from outside agencies and medical professionals will be handed over to a named person at the child’s new setting. We aim for our transitions to be as seamless as possible.

How is resourcing/funding allocated and matched to children’s needs?

School will determine the resources and provision to be put in place for your child. Parents may request to be involved in the allocation of particular elements of the funding through their child’s Education, Health and Care Plan.

Who can I contact for further information?

As described above, please do not hesitate to contact our SENDCo, Adele Mitchell, by telephone 0113 2934086 or via email admin@talbotprimary.mlt.co.uk if we can help you further.

Parents, carers and young people can seek advice and support from Leeds Special Educational Needs and Disability Information Advice Support Service (SENDIASS) which is an impartial, confidential and accessible service for all parents/carers of children with special educational needs and/or disabilities. Information about this service can be found on the SENDIASS website <https://sendiass.leeds.gov.uk/> by contacting them via the contact form on their website <https://sendiass.leeds.gov.uk/get-in-touch>, by telephone on 0113 378 5020 or via email sendiass@leeds.gov.uk