



East Ardsley Primary Special Educational Needs and Disability Policy and Information Report - Updated Sept. 2025

What is SEND?

Special Educational Needs and Disability (SEND) are defined by the SEND Code of Practice (2015, p15/16):

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 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*

At East Ardsley Primary, a child can be added to (or removed from) the SEND register after consideration of the following:

- Is SEND provision and/or planning required, above and beyond the usual adaptation of the classroom?
- Does the child have low attainment?
- Does the child need support with their social and emotional wellbeing?
- Is the child making little / no progress?
- Is finely graded assessment required, giving small step learning objectives and progress measures?

The above points are considered for the 4 areas of need, as identified by the SEND Code of Practice (2015):

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional and Mental Emotional Health (SEMH).
- Sensory and/or Physical.



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How is it decided if a child will be on the SEND register?

A child will be on the SEND register if they have needs that require individualised SEND provision to be in place.

Teachers can discuss a child with the SENCO within a pupil progress meeting or at any point as needed. An initial concerns process is used to gather information about a child and to decide if the SEND register is warranted (see *Appendix 1: EAPA SEND Initial Concerns Process*.) Parental concerns (reported to a class teacher) can also trigger an Initial Concerns Process (ICP).

A diagnosis is not required to access planning, provision or to be on the SEND register. Nor does a new diagnosis mean that a child will, necessarily, be added to the SEND register.

What is the role of the SENDCO? (Special educational needs and disability co-ordinator)

SENDCOs, who must be qualified teachers in mainstream schools, oversee the strategic development of SEN policy and provision and as such are advised to form part of the leadership team. In addition, they ensure the implementation of the SEN policy on a day-to-day basis.

They are a key point of contact for colleagues, parents and other professionals and can offer support and advice for the identification of needs and suitable provision to meet those needs. Through provision management, they will maintain an overview of the progress of pupils with SEND and will seek to develop practice to ensure the effectiveness of interventions and support.

East Ardsley's SENDCO is Carolyn Lynch. The SENDCO can be contacted via the school office.

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What does it mean if a child is added to the SEND register?

Children on the SEND register will have a Passport and a Plan or SEND Provisions.

SEND Passports:

This is a document to gather the key information about a child in one place, to share pupil voice (the child's point of view on their strengths, barriers and what helps them) and therefore to support with



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consistency of approach across school. (*Appendix 2*). Some children who are not on the SEND register also benefit from having a Pupil Passport.

A SEND child will often require individual ongoing adjustments. This is the day to day adaptations and supports that a child has in place. Examples include: an individual visual timetable, fidgets or ear defenders, a coloured overlay for reading and access to visuals to support spelling or multiplication facts. An overview of these can be found on the child's passport.

The passports will be shared with parents. Parental contributions will be added as we recognise that, of course, you know your children best.

Parents may find this document helpful when working with other professionals.

SEND Provisions:

A child may benefit from SEND provisions to supplement the mainstream curriculum. These will be catered to the child's individual needs. Examples include: Daily 1:1 reading; online interventions such as Dynamo (maths) and Literacy Gold (reading); spelling interventions; precision teaching of reading, spelling or maths facts; decompression time; interventions to understand body signals; Lego Therapy to support turn taking; Attention Autism interventions.

SEND provisions will be allocated at the start of each half term and reviewed half termly on Provision Map.

SEND Planning:

Some children on the SEND register will have separate, individual SEND planning.

Children are likely to require SEND planning for subject where their attainments is assessed as 'below' because this indicates they are struggling to access the curriculum for their year group even with considerable adaptation. The SEND plan is an opportunity to create a medium term plan for the child's learning. A SEND plan should also be used when a child requires a very bespoke approach that is not available through SEND provisions.

All SEND planning follows a graduated approach. This system follows four stages, often referred to as a cycle: Assess, Plan, Do, Review. Children are assessed through observations in setting, looking at work and/or more formal assessments. Any reports from other professionals are also read. This



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information is used to provide the focus for SEND planning, which is then implemented and reviewed.

In Early Years (nursery and reception) SEND planning is completed half termly using a 'most immediate need' approach. The class teacher will consider what it is most important to focus on for the half term and how to support this need through teaching and within Early Years provision (sand, role play, water, outdoors etc). (*Appendix 3*)

From Years 1 to 6, SEND planning is completed each term (if required) to cover the child's areas of need. This could be learning and / or social, emotional and mental health (SEMH) needs. (*Appendix 4*).

SEND planning will be shared with parents.

Provision Grids:

When planning for a SEND child, teachers can refer to the Leeds Council's Provision Grids to support decisions about the provisions that may be appropriate.

<https://www.leedsforlearning.co.uk/Page/24407>

The council have just launched their Inclusive Mainstream Practice guidance, we will be moving to using this rather than the Provision Grids.

<https://leedslocaloffer.org.uk/inclusive-mainstream-practice-imp>

Provision Map:

Provision Map is the software that we use to create SEND passports; to allocate and review SEND provisions; to create and review SEND plans.

<https://edukeyapp.com/>

SEND Parents Meetings:

Parents of SEND children will be offered a termly meeting of up to 20 minutes with the class teacher. This is instead of the usual parents evening as we recognise that these meeting may require more time. These meetings will follow the structure of the SEND Parents' Meeting proforma. (*Appendix 5*).



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SEND meetings will not usually be attended by the SENDCO unless invited by the class teacher.

Children with an Education and Health and Care Plan (EHCP) will have an annual review meeting one term, replacing the parents' meeting. The SENCO is likely to attend this meeting.

SENDCO Meetings:

Parents can request a meeting with the SENDCO. However, most queries can be answered by class teachers and meeting the SENDCO is often not necessary.

When a SENDCO meeting is requested, a questionnaire will be sent to the parent's email through Microsoft Forms. Parents will be asked a few questions to ensure that the SENDCO is the best point of contact and to allow the SENDCO to gather information required before a meeting so that it can run efficiently.

Assessment:

All SEND children who can do so, access whole class assessment procedures. This gives valuable information about attainment and progress over time. Reasonable adjustments can be made to support this, such as assessments being completed in small groups, rests breaks, some papers can be read and for some SEND children extra time and a scribe are possible.

If a child is scoring at a level classified as 'below' on whole school assessments or is unable to access whole school assessments, they will require alternative assessments to show progress and learning gaps.

These children will be assessed using a finely graded assessment program called Connecting Steps. Initially, a child will be assessed by the class teacher using the national Pre Key Stage Standards (PKSS).

<https://www.gov.uk/government/publications/pre-key-stage-1-standards>

<https://www.gov.uk/government/publications/pre-key-stage-2-standards>

From this a child will be baselined on the framework, called Progression Steps.

Progression Steps are not a curriculum. Children will often not achieve every part before moving onto the next level. The completion of a level is set at 90% but this can flex according to the needs of the child. Often, children will work across two progression steps within a subject due to their relative



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areas of strength. If staff are not clear about a child's progress through the Progression Steps they should refer back to the PKSS.

Progression Steps, within Connecting Steps, mean that assessment is accurate and gaps are known to guide teachers' planning and the graduated approach. The small step approach also allows progress to be seen.

A small group of children may benefit from assessment on the Autism Framework of Connecting Steps. This supports a graduated approach for these children's communication, social interaction, flexibility of thought and emotional regulation. This assessment allows interventions and supports to be planned at the right level and any progress evidenced.

Children accessing finely graded assessments need to have their data updated (at least) in line with termly whole school assessment weeks and submission dates.

Other assessments are used to triangulate data. Depending on the child these may include Dynamo (maths) Literacy Gold or Lexia (English) and Accelerated Reader (reading).

Monitoring of SEND Provision and Progress:

Over the course of the year, SEND provision and progress will be monitored through learning walks, book, planning and data scrutiny by the middle and senior leaders including the SENDCO. There is an expectation that all monitoring carried out will include SEND children. Monitoring of SEND provision and progress is the responsibility of all leaders, not just the SENDCO.

SEND children can also be discussed at Pupil Progress Meetings, held over the course of the year with teachers, TAs, phase leaders and senior leaders.

Weekly Planning:

SEND children will be considered as teachers carry out their weekly planning. All children on the SEND register **must** be taught regularly by the class teacher. A teaching assistant may be used to teach or support a SEND child some of the time.

Wherever possible, changes will be made at the universal level (for all) to enable all children to access the same task or learning. For example, active learning is often beneficial to all and allows SEND children to access the learning too. Some SEND children will require a different objective but will be able to access the class 'context,' such as using the same resources. Children may receive support at a targeted (group) level or personalised planning and provision. Some children will access



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specialists, such as speech and language therapists, who will support in planning individually for the child. Provision grids (as above) give further examples of support at the Universal, Targeted and Personal / Specialist levels.

Independence:

Children with SEND should be expected to work independently regularly. Supports to enable this include individual timetables, visual task plans, work at the correct level, modelling of this work, tasks broken into small chunks, word banks, pre-teaching, social stories, alternative methods of recording when writing is not the objective, text to voice and voice to text software, working within known structures (such as pairs, sorting, dominoes), structured work systems such as task strips, work baskets etc.

Support from School Mentors:

In school we have Mentors working with caseloads which often include SEND children. Fortnightly supervision meetings are held, in which the pastoral team look at ongoing school records (on CPOMS) and a child may be added to a mentor caseload from these. Mentors work with children 1:1 or in small groups, depending on the intent of the support.

Learning Mentor – Mrs Oyston support with safeguarding, attendance, Looked After and Previously Looked After Children.

Behaviour Mentors – Mrs Constable and Mrs Coley support children for whom a high level of SEMH support is required to be able to tolerate the demands of school and to remain emotionally regulated. They also support children across school with SEMH interventions (allocated in supervision) and mediation (available to all).

Bridge Mentors – Miss Mead and Miss Wass work in The Bridge.

Autism Lead Practitioner:

The SENDCO has attended, and continues to attend, training to support children with autism or a presentation of need in this area. This includes tier 3 AET training.

SEND Assessment and Professional Support:



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In school we have access to some standardised assessments to give us information about a child's specific areas of strength and challenge. No assessment completed in school can diagnose a child.

Some children on the SEND register work with professionals who assess a child and provide support, plans and/or resources. These include Speech and Language Therapists, Occupational Therapists, Physiotherapists, Visual Impairment Team, Deaf and Hearing-Impaired Team, Social Workers, Virtual Schools for looked after children, Educational Psychologists, SENIT (Special Educational Needs Inclusion Team) and AIP (Area Inclusion Partnership). School can make referrals into these professional services.

Staff will work closely with these professionals, providing information and taking onboard advice. When staff meet with these professionals, a summary of the meeting is to be added to the child's Provision Map meeting log for all to refer to. Reports, outcomes, targets and advice will be read and integrated into the planning and provision for the child.

For more information on procedures for SEND assessment and referrals see: Systems for accessing SEND assessment or referrals (*Appendix 6*).

Access to Speech and Language support:

Early Years children complete the Communication Trust's Progression Tool which can identify strengths and gaps in different areas of communication. Interventions are run to support with needs identified by the assessment and onwards referrals are made as required.

NHS Speech and language referrals can be completed by a GP or by school with information from and the consent of parents. NHS speech and language therapists often visit children in school and provide assessment information and a plan for parents and school to work on. In school, the class teacher will be responsible for ensuring that the targets are worked on and recommended programs are delivered, with support from wider staff as needed.

For high level speech and language needs, school also has a traded service speech and language therapist in school: ChatterTwo. Referral into this service needs to be agreed with the SENDCO after exploration of universal and targeted support.

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Cluster Support:

Through Leodis Support Services (LSS), children and families have access to a range of support, including: play therapy, counselling, well-being work, attendance support, online parenting support (including for children with anxiety or ADHD) and access to the cluster Family Support Worker.

Referrals are made into LSS on a half termly basis by the pastoral team and when support is agreed, children / families are then added to the waiting list for that service. Most periods of work last for around 8 weeks.

This process can be used to explore a child's needs and how to best meet them. It can also lead into further referrals (including for diagnosis) if necessary. The LSS service does not provide a diagnosis.

Mind Mate Support Team (MMST):

MMST are an NHS provider who offer early emotional wellbeing support for young people up to 18 years old in education settings across Leeds.

The team has three core functions:

- give timely advice to education staff and liaise with external specialist service to help children and young people get the right support and stay in education.
- support the senior mental health lead in each school or college to introduce or develop whole school or college approach.
- To deliver evidence-based interventions for mild-to-moderate mental health issues.

MMST support our school and families with drop ins on different areas of mental health for parents to attend. MMST workbooks can be used as an intervention with a school mentor. Also, referrals can be made into the MMST therapeutic offer, in which a child's needs can be discussed and next steps planned which may include support for the child or parent from the MMST team.

Transition for SEND children:

At East Ardsley Primary, we recognise that transition can be a challenging time for SEND children. To support with this, we have detailed transition procedures, including information sharing between staff and the children getting to know their new staff and setting. (*Appendix 7*).

When SEND children leave to attend another setting, the child's records, including their planning and passport, will be shared. Often, the SENDCO will offer to meet with the SENDCO of the new school.

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The Hives:

Throughout school we have 3 Hives: The Hive, The Little Hive and The Top Hive. These spaces are there to support children who require a quiet space to be in during the school day. They are often staffed by our Behaviour Mentors.

The Bridge: Resourced Provision

East Ardsley Primary School has a 16-place resourced provision known as The Bridge that caters for children with a primary need of Speech, Language and Communication from Year 2 to Year 6. Spaces in this provision are allocated through a child's EHCP and SENSAP (the local authority's Special Educational Needs Statutory Assessment and Provision team).

The Bridge has an indoor area with areas of provision (such as a book corner, construction, a sensory regulation area and role play). It also has an outdoor area immediately attached to the classroom. Learning is predominantly play based. The Bridge is staffed by a class teacher, Bridge mentors and TAs. For more information on this provision (*Appendix 8*).

The Bridge is also accessed by some mainstream SEND children from Year 2 – 6 for whom learning through play, with a speech and language focus, is appropriate. For these children, class teachers have ongoing responsibility. They share objectives half termly with the Bridge leader, who ensures that their learning needs are met within the provision available.

Parental concerns around a child's needs or provision:

The first line of communication about a child is always the class teacher. A class teacher knows the child well, including how they present in school. They can adjust the provision in school for a child. They will share information with leaders (including the SENDCO) as required, recording notes from the meeting on our internal systems. Teachers can also seek out further information and the follow up with parents.

Middle and senior leaders (including the SENDCO) and pastoral staff can support at these meetings if required. After meeting with the class teacher, if a follow up meeting is required, this will be arranged with the staff who can best fulfil the remit of the meeting.

Class teachers can be contacted via the class emails or the school office.



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A period of time is required to see if changes made to a child's provision have impact. We usually recommend provision being in place for 6 weeks before it is reviewed. Changes to provision will be discussed with parents.

Parental enquiries about the route to diagnosis:

Routes to diagnosis in Leeds can sometimes be complex and slow. Often a collaborative approach is required from school and the NHS. Some diagnoses are primarily given privately.

Parents should be reassured that a diagnosis is not required for a school to meet a child's needs. Nor does it influence the provision / support that a child receives.

Again, the best first point of contact is the class teacher, as above. If the SENDCO holds further information that needs to be shared, this will happen as a result of this contact with the class teacher.

Links are provided in 'further information' below to MindMate SPA, the MindMate Neurodiversity Hub and the NHS right to choose. These are useful for parents who would like information on the diagnostic pathways for Autism and ADHD.

For more detailed information, please read the school document: Neurodiversity - frequently asked questions. (*Appendix 9* - also available on the school website).

Additional Funding for SEND children:

No additional funding is provided as a result of a diagnosis or of being on the SEND register. Many SEND children receive no additional funding.

Within Leeds, SEND funding is in a period of transition. Some children who have historical FFI funding have this secured until they are considered for an EHC Needs Assessment to see if they require an EHCP.

Children who do not already have individual SEND funding will now receive this through the statutory EHCP process.

Some additional funding is available for our youngest children, this is SENDIF / SENDIF + funding.



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EHCPs (Education and Health Care Plans):

Most children and young people with SEND have their needs met with special educational provision as outlined above.

If a child requires a high level of support, it may be appropriate at that point to consider requesting an EHC assessment.

An Education, Health and Care (EHC) plan is a legal document for an individual child or young person aged between 0 and 25 years old with Special Educational Needs, which sets out a description of their educational, health and social care needs and the provision that must be implemented in order to help them achieve key life outcomes.

In Leeds, children cannot access a specialist setting without an EHCP.

If you feel that your child may require an EHCP, please mention this to the class teacher who will record this on our internal systems, ensuring this is seen by school leaders (including the SENDCO).

For further information, please read the school document: EHCP frequently asked questions. (*Appendix 10* - also available on the school website).

Once a child has an EHCP, schools can request any extra funding required to meet the provision outlined in section F of the document.

See 'further information' below for more detail about EHCPs .

Further School Policies:

Available on the school website or from the school office on request.

Behaviour Policy:

Our Behaviour Policy includes a lot of information about how we support the emotional literacy and social learning of SEND children.

Communication Policy:

We will endeavour to respond to communication from parents within 7 working days, as laid out in the Communication Policy. Posts on Tapestry will be responded to within school hours.

Complaints Policy:



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If you are unhappy with an aspect of your child's provision, we hope that you can work with the class teacher collaboratively to reflect on and amend what is in place. If further support is required, please make contact with the schools middle or senior leaders (including the SENDCO) via the school office.

Should you continue to be unhappy with your child's provision, the complaints procedure is laid out in the school's Complaints Policy.

Further information:

The Leeds Local Offer provides information for children and young people with special educational needs and disabilities (SEND) and their parents or carers in a single place. It shows families what they can expect from a range of local agencies including education, health and social care.	https://leedslocaloffer.org.uk/#!/directory
Quick reads with a range of SEND information, including the Leeds Local Offer, EHCPs, SENDIASS, SENIT, SENSAP and short breaks.	https://www.leeds.gov.uk/one-minute-guides (scroll down to SEND)
Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS) in Leeds. SENDIASS are a free, impartial service who support SEND children and their parents and carers with their related concerns or questions.	https://sendiass.leeds.gov.uk/ https://sendiass.leeds.gov.uk/parents-and-carers
Information on SEND educational placements and provision options.	https://sendiass.leeds.gov.uk/parents-and-carers/support-for-my-child-at-school/specialist-educational-provisions
MindMate Single Point of Access (SPA) is there to identify support for children and young people in Leeds with their emotional wellbeing or mental health. It is for all children and young people who have a Leeds GP, of school age and under the age of 18.	https://www.mindmate.org.uk/whats-in-leeds-for-me/mindmate-spa/
Leeds' Neurodiversity Hub, a one-stop shop for neurodivergence information and support for all children, young people and families in Leeds.	https://www.mindmate.org.uk/nd/
Information on the NHS right to choose. This is used by some families to name a provider for a neurodiversity assessment.	https://www.nhs.uk/using-the-nhs/about-the-nhs/your-choices-in-the-nhs/



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Scope, the disability equality charity in England and Wales.	https://www.scope.org.uk/
Support available for families from SCOPE. Including sleep support, emotional support, Parents Connect and short breaks / activities for families with disabled children. Parents apply via this site.	https://www.scope.org.uk/family-services/
SENSAP The SENSAP Team is the local authority's Special Educational Needs Statutory Assessment and Provision team. They are the team to whom applications for FFI and EHCPs are made.	https://www.leeds.gov.uk/one-minute-guides/sensap https://www.leedsforlearning.co.uk/Services/4837
SEND funding in Leeds	https://www.leeds.gov.uk/schools-and-education/support-for-pupils-with-send/support-with-learning/inclusion-funding-for-send
Information about EHCPs	https://www.leeds.gov.uk/schools-and-education/support-for-pupils-with-send/support-with-learning/education-health-and-care-needs-assessments-and-plans https://sendiass.leeds.gov.uk/parents-and-carers/my-childs-ehcp/education-health-and-care-plans-and-assessments
The Disability Living Allowance (DLA) for children	https://www.gov.uk/disability-living-allowance-children