



SEND Core Offer and Policy

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SEND Core Offer

Welcome to our Special Educational Needs and Disability (SEND) information pages

What is Special Educational Needs?

'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

(a) has a significantly greater difficulty in learning than the majority of others of the same age; or

(b) has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post -16 institutions.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)' (SEN Code of Practice 2014)

What is a 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 and 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.

Please see our accessibility plan on the school website for more detail on how we ensure all children are catered for.



Learning Knows No Bounds

What are the four areas of SEND?

Communication and Interaction:

Children with speech, language and communication needs (SLCN) will have difficulty communicating with others and may struggle to use the social rules of communication. SLCN is monitored throughout school as children develop at

different rates so if there is a difficulty with this their ability may improve through targeted intervention. This often includes children with Autism Spectrum Disorder.

Cognition and Learning:

Learning difficulties can be described as moderate (MLD) and severe (SLD). Children with these difficulties are more likely to need additional support in all areas of the curriculum. Specific Learning Difficulties (SPLD), affect one or more specific aspect of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties:

There can be many reasons why a child would have social, emotional or mental health issues, including family bereavement or break up, friendship issues and moving home/school. These may lead to the child becoming withdrawn or isolated as well as displaying challenging, disruptive or disturbing behaviour. Children may have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or Attachment Disorder.

Sensory and/or Physical Needs:

Visual Impairment, Hearing Impairment or Multi-Sensory Impairment will require schools to access specialist support from outside agencies. They will advise on Teaching and Learning strategies as well as recommending specialist equipment, which may be needed. Often, children with medical needs or physical disability will require ongoing support and equipment to access all the opportunities available to their peers.

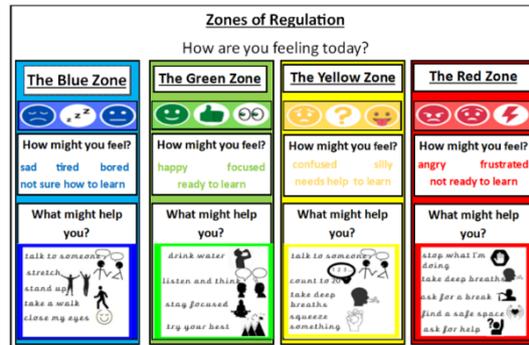


What support will there be for my child's overall well-being and social, emotional and behavioural development?

We have a caring and supportive ethos and the school offers a range of support for children who are encountering emotional difficulties. A wide range of staff are available to support children with their difficulties and by working together with parents/carers we can decide on the best approach. Some children benefit from a focussed discussion and target setting to address their difficulties, others attend small group or individual sessions with our Learning Mentor and some children and families may need more specialised support involving outside agencies. We have a lunch time provisions , known as 'Rainbow Club'(KS2) and Nurture Club (EYFS, KS1 & KS2) to provide additional support for children who may require it. In Rainbow Club and Nurture Club children will be given the chance to complete activities based around mindfulness, turn taking and understanding emotions in a quieter environment to support their emotional SEMH needs. These sessions are overseen by Emily Gairn (SENCO) and run by Miss Gregson (Learning Mentor) and support staff. We also run a similar club at the start of the day called 'Early Birds'. Early Birds

start at 8.30am and its aim is to support children with SEMH needs that struggle with the transition to school. This is run by Teaching Assistants.

During school time we also use the Zones of Regulation to support children with their emotions. We have found since introducing this in school, children are more able to discuss and explain their feelings. Every classroom has a display board to help children identify which 'zone' they are in e.g. **green**- happy, ready to learn, **blue**- sad, tired, not sure how to learn, **yellow**- confused, silly, needs help to learn and **red**- angry, frustrated and not ready to learn. Children are then supported with strategies to support each emotion.



In addition to the Zones of Regulation, other strategies we would use to support SEMH needs are:

- Worry boxes - to share feelings.
- Targeted interventions such as the Colour Monster or On Sudden Hill to support with emotions and social skills.
- Busy boxes - for brain breaks.
- Sensory or physical development circuits.
- Now and next boards.
- Choice boards.
- Visual timetables.
- Restorative conversations.
- Reset tables for time away from challenging situations.

Provision within school

In September 2024, Drighlington Primary's in house SEMH provision (The Hive) was set up. This provision is run by Sarah Granger (HLTA) and Caroline Ahmet (TA) and overseen by the Inclusion team. The provision is for children who find the classroom environment over stimulating and need adult support to implement strategies to regulate their emotions. The Hive environment provides children with provision areas to help them learning in a exploratory, play based manner which they would not have access to in the mainstream classroom. In the morning, children with a place in the Hive will complete their Maths and English work in as smaller group with higher level of adult guidance. In the afternoon small group SEMH interventions take place, such as social stories, friendship groups and emotions work takes place to support the children's needs.

In September 2025 we developed 'The Nest' provision to support children with an identified Communication need. This provision is run by a HLTA and Teaching assistant and provides children with well equipped sensory provision outside of the mainstream classroom 3 afternoons per week. This has

been developed with support of the IAT and enables children to have a high levels of intensive interaction sessions 1:1 and in a small group, support in developing an established communication method through objects of reference, symbols, signing and verbally.

Learning/Special Educational Needs

Who should I talk to?

If you feel that your child is experiencing problems with their learning, then you should ask to speak to your child's **class teacher** in the first instance.

Miss Gairn is the SENCO. She works closely with class teachers to identify children who may require additional support. She liaises with external agencies to request specialist support when needed to ensure individual children's need met and supported. Miss Gairn holds regular parental 'drop in' meetings to discuss parental concerns or to give and review of the support a child maybe receiving. Miss Gairn supports children within school who may require ad hoc pastoral support to meet their emotional needs.

Miss Gregson is the Learning Mentor. She offers support to children of any age, throughout their primary school journey. The support offered varies depending on the need of the child or family. This could be a simple chat and a listening ear to more specific programmes of intervention tailored to each child's needs, for example support with bereavement, emotional understanding, self-regulation, confidence, and self-harm among others. As well as one to one interventions, group interventions also run so children can access their creativity among peers to help them manage their wellbeing including activities such as music, art and making.



What are the different types of support available for children with SEND at Drighlington Primary?

Wave 1 of provision for all children comes in the form of **Quality First Teaching**. Differentiation of lessons ensures children are accessing the curriculum at the correct level for them to make good progress. The school's approach to teaching means that a significant amount of the teaching is delivered to the whole class by the class teacher. Key children are given access to small group work in lessons either led by the class teacher or teaching assistant. Quality First Teaching is also known as universal support, as all children have access to this.

Wave 2 of the provision takes more of a **targeted approach**. Should a child's level of learning start to slow or if the class teacher feels they need some additional support, additional support can be sort through targeted intervention. A sequence of sessions will be planned based around the graduated framework. They will be delivered by a teaching assistant and monitored by the class teacher. Alongside this, support may also be sought from the SENCO or Assistant SENCO. At this stage an Individual Provision Map (IPM) may be put in place to provide clear targets for the child to be working on.

Wave 3 of provision will take place when we feel a more **personalised approach** needs to take place. This may include seeking further support from outside agencies (see outside agency section for more information) or applying for an Educational Health Care Plan.

What training do staff at Drighlington have to support pupils with SEND?

The SENCo is a qualified teacher, who is completing the NQPSENCO qualification which is due for completion in May 2026.

Many of our school staff have received training relating to Special Educational Needs and Disabilities. Training has included: Autistic Spectrum Condition, Dyslexia, Social and Emotional Support, Speech, Language and Communication, Trauma and Attachment, Writing Individual Education Plans and Precision Teach.

Some of our staff have had specific training to enable them to effectively deliver intervention programmes to support groups of children or individuals.

Training and CPD for all staff within school is developed each year in reflection of changing needs of the children within our school.



What other agencies can school use to support my child?

For some children, school support may not be enough and with parental agreement, school will make the arrangements to increase the level of support provided. This outside agency support could come from:

- Cluster/Children's Centre
- The Area Inclusion Partnership Team
- Portage
- CAMHS via Mindmate
- Educational Psychologist
- Speech and Language
- Occupational/Physiotherapist
- Specialist Advisory Teachers
- Play Therapist
- School Nurse
- Local Authority's Inclusion Advisory Team (IAT)
- Social care
- Health, Safety and Wellbeing team
- DAHIT

- VIT
- South Leeds Family Hub Team

This graduated support helps children to continue making progress. Assessment will show when the intervention has worked, and accelerated progress is maintained to the point where intervention is no longer needed.

We are part of the traded Speech and Language offer and thus have support from a Speech and Language Therapist for one full day every two weeks.

We have a staff members trained to lead on Early Help Plans and 6 members of staff trained as Designated Safeguarding Officers.

<p>Emily Gairn DSO SENCo</p> 	<p>Kerry Sowden DSL Headteacher</p> 	<p>Sara Harris DSL Executive Headteacher</p> 	<p>Lucy Gregson DSO Learning Mentor</p> 	<p>Stephanie Ainley DSL Assistant Headteacher</p> 	<p>Gergana Pickering DSL Assistant Headteacher</p> 
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When might my child need an Education, Healthcare Plan?

Only a very small percentage of children require support of an additional nature to that provided by external agencies. In this case the Inclusion Team will discuss the possibility of asking the Local Authority to undertake an Education Health Care Plan (EHCP) of a child's needs. In this instance we will begin by discussing the process and ask for parental permission to proceed.

- We will collect information from all agencies involved.
- Evaluate strategies and interventions that have been put in place.
- Send all information to the Local Authority.
- The Local Authority will then hold a panel meeting to discuss your child's needs and requirements.

Once the Local Authority receives a request for an EHCP, a legal timescale begins. This process is bound by legislation and guidance within the SEN Code of Practice. Throughout this process the child's needs will continue to be addressed through the support that is already in place.

How does the school environment meet my child's needs?

Where necessary, the curriculum is differentiated to meet the needs of each child, providing a platform for personalised learning, whilst still giving opportunities for learners to think for themselves, be independent and take responsibility. This is done through a skill-based curriculum where all lessons and activities are driven through key skills which are linked to each subject area. We believe that every child is gifted in their own way, children are provided with the skills to allow them to fly and be the best they can be. Children will be grouped accordingly so they can be supported effectively, they may be provided with adapted resources or teaching strategies, they may be provided with the use of technology and in some instances have a personalised curriculum.

We have disabled access to all external doors and two care suites with toilet facilities.

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

Activities and Educational Visits are available to all pupils as part of our inclusive practices. Risk assessments are carried out and submitted to the Local Authority and procedures are put in place to enable all children to participate. Parent/carers can contact school with any concerns they may have, and they will be consulted regarding any special provision that may be necessary. School will ensure staffing ratios for special events and visits are appropriate, to ensure children with SEND can take as full a part as possible in an activity.



How will Drighlington Primary School assess and evaluate the effectiveness of the provision made for pupils with special educational needs?

All pupils are set aspirational targets based on their starting points and staff's knowledge of the child. Class Teachers assess children working below expectations on a scheme called B-squared (KS1 & KS2) and Developmental Journal (EYFS). B-squared breaks down targets into small steps to support the development of SEN children. If your child is in Nursery, Reception or the first term of year 1 they will be assessed on the SENIT Developmental Journal which is for younger children. At the end of every term the SENCo will analyse the SEND data to evaluate the progress children with SEND are making. This will be reviewed, and new targets set. We invite parents to consultation evenings. Parents can also request additional meetings with the class teacher and/or SENCo and other professionals and will receive a written report once a year. Weekly parental SEND and Pastoral meetings are available and parents can book these when they feel they are needed. If a child has an EHCP, due to their Special Educational Need/Disability, parents will be invited to an annual formal review. This allows the academic and social and emotional progress of each child to be discussed, to ensure all parties are happy with the plans that are in place. All children will be given the opportunity to attend reviews or make a written contribution to the review. They are always included in the target setting process.

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

The school spends the money it receives wisely to ensure everyone can succeed. The SENCo, Headteacher and class teacher will discuss what will best support your child. Parents are often involved in these decisions. Some money is spent on additional resources e.g. writing slopes, seating wedges, laptops, changing equipment. The school is funded on a notional formula per pupil. Schools are allocated £6,000 from within the school's budget to support children and young people with SEND who are on the School's Inclusion Register. Additional funding can be requested if a child is within our Nursery setting (SENDIF) to support with meeting needs when they begin their learning journey. If a child has been granted an EHCP by the local authority additional funding may be allocated to them to support in provision the provision stated within the plan.

What support do we have for you, as a parent of a child with SEND?

Parents can contact the class teacher and SENCO by class dojo. Teachers will be happy to discuss children's progress and any concerns parents may have. They are happy to share successful strategies used in school, which can be used by parents at home. Miss Gairn (SENCo) is also available to help answer any further questions you may have about children's needs. Within school, the Inclusion Team can offer you a range of support to help both in school and at home. All information from outside agencies will be shared with you personally or through written reports. Class teachers will share Learning Plans with parents on a half-termly basis and discuss the progress made towards individual targets. Sometimes many agencies are involved in supporting a child and to help manage and co-ordinate all these people an Early Help Plan (EHP) may be set up so that they can meet regularly, in person or virtually, with all agencies involved.

Once a term the Inclusion team also hold SEND coffee mornings. Each term we try to invite guests from the other agencies we work with so they can provide parents with more information about the services they provide. Miss Gairn and Miss Gregson also attend the meeting so they can answer any specific questions parents may have about their children and to offer advice on supporting them and their child moving forward.

For more information about the Leeds Local Authority Offer, please visit the authority website www.educationleeds.co.uk.

For further support with a SEND issue you can also contact Leeds SENDIASS – SEND Information, Advice <https://familyinformation.leeds.gov.uk/sendiaass-site>



What Partnerships do we work with to provide support for children with SEND?

As well as working closely with parents and our 'Family of Schools', support is sought from other agencies where necessary, to maximise each child's learning potential.

We regularly engage with:

- Educational Psychologists
- Attendance Officers
- Early Years SEND officers
- Speech and Language Therapists
- School Nursing Service
- Child and Adolescent Mental Health Service (CAMHS)
- Parent Partnership
- Children's Social Care
- Complex Needs Team

- Behaviour Support Team
- School Paediatrician
- Inclusion Advisory Team
- South Leeds Family Hub

The Morley Cluster offers provision from:

- Family Support Workers
- Play Therapists
- Art Therapists
- Adult and Child Counsellors

This ensures that there is additional provision for pupils with high levels of complex needs and enables them to access alternative provision.

How will we support your child when leaving this school or moving to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. This may include additional transition visits or completing tasks for the new setting. Children on the SEND register will also have a pupil passport which will have advice from the previous teacher about how best to support the child.

If your child is moving to another school or moving into Year 7:

We will contact the school SENCo and ensure they know about any special arrangements or support that needs to be made for your child prior to their arrival. We will make sure that all records about your child are passed on quickly to the receiving school. Wherever possible we arrange additional transition visits for children with SEND and their parents.

When moving classes in school:

Transition meetings are held between current and receiving classes to share all information related to individual children and set new targets for the coming term. Children will have opportunities to spend 'Transition' days with their new class teacher in their new class during the last half term in Summer. They will also have their very own personalised Transition Booklet which they can use over the summer break to continually familiarise themselves with their new teacher and classroom environment.

How school works in partnership with parents/carers:

We hold events for parents/carers throughout the year, such as welcome meetings, consultation evenings, regular newsletters and information events. The Inclusion team also hold SEND coffee mornings once a term where parents are able to come into school to speak to the team about any concerns they have. Outside agencies are also invited to give advice to parents.

Complaints:

In the first instance please address any SEND complaints to the SENCO, Miss Gairn. She will liaise with the headteacher to solve the complaint.

If you feel your complaint has not been dealt with effectively, please contact Mrs. Harris, Executive Headteacher by phone: 0113 2853000 or email: info@drighlingtonprimary.org.uk

Contacts:

We are always willing to discuss any concerns you may have about your child's educational needs and ask you to contact school if you would like to arrange a meeting or a phone call with any of our staff.

Support can also be found on the internet, including the following websites:

The Leeds Local Offer <https://leedslocaloffer.org.uk/#!/directory>

<https://www.gov.uk/government/publications/send-support-easy-read-guide-for-parents>

SENCO:

Miss Gairn

Tel: 0113 2853000

Email: e.gairn@drighlingtonprimary.org.uk

Assistant Learning Mentor:

Miss Gregson

Emails: l.gregson@drighlingtonprimary.org.uk