



# CHAPEL ALLERTON PRIMARY SCHOOL

WELCOME TO OUR SEND  
INFORMATION GUIDE 2024

---

# WHAT IS SPECIAL EDUCATIONAL NEEDS AND /OR DISABILITIES?

- 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 they
  - (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
  - (b) have a disability which prevents or hinders them 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.
- Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England, Code of Practice 2015.



# WHAT ARE THE AREAS OF NEED?

- Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England, Code of Practice 2015. Special Educational Needs are defined in four main areas:
  - Communication and interaction
  - Cognition and learning
  - Social, mental and emotional health
  - Sensory/physical



# WHO SHOULD I TALK TO IN SCHOOL ABOUT SPECIAL EDUCATIONAL NEEDS AND DISABILITIES?

- Class teacher: If you feel that your child may have SEND then you should ask to speak to your child's class teacher in the first instance.
- SENDCo: Louise Turnbull is our SENDCo who works closely with Kate Opie Assistant SENDCo, class teachers and support staff to remove barriers to learning
- Assistant SENDCo: Kate Opie
- SEND Governor: Bobbie Gresser is our SEND Governor, who ensures children's needs are being met and shares this information with the Governing Body.



Louise Turnbull  
SENDCo



Kate Opie  
Assistant SENDCo



Bobbie Gresser  
Chair/SEND Governor

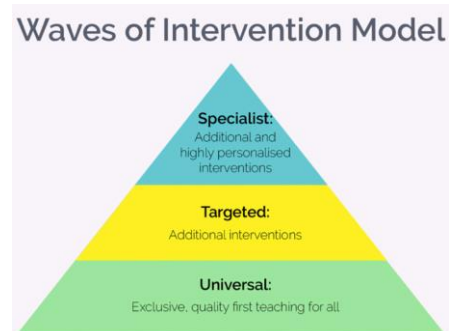
# WHAT POLICIES WILL SUPPORT MY CHILD WITH SEND?

- SEND
- Accessibility plan
- Safeguarding and Child Protection
- Teaching and Learning
- Behaviour
- Anti-bullying



# WHAT ARE THE DIFFERENT TYPES OF SUPPORT FOR CHILDREN WITH SEND AT CAPS

- (Universal) Quality first teaching forms the basis of provision for all children. Lessons are correctly pitched to allow all children to make progress from their individual starting points. The school's approach to teaching means that a significant amount of teaching is delivered in small groups by the class teacher at an appropriate level
- (Targeted) Children who require additional support will have these met through carefully planned interventions and support. The school uses its funding to ensure that children have access to additional small group work and 1:1 support as required
- (Specialist) External agencies such as Educational Psychology, Speech and Language Therapist or Teacher for the Deaf will be involved as appropriate to provide additional support and guidance



# WHAT INTERVENTIONS ARE AVAILABLE AT CAPS?

- 1:1 or small group Speech and Language Therapy
- Lego based Speech and Language group
- Fine motor skills (Handwriting development)
- Emotional well-being support
- Basic skills interventions (Reading, Writing, Maths)
- Precision teaching
- Physiotherapy
- Nessy (Reading and Spelling online programme)
- Active Literacy Kit (ALK)



# THE HUB

- The Hub (established in 2023) is used as an alternative space to allow students struggling with sensory overload, time to regulate and successfully to return to class for focused learning time.
- The Hub is used to support and promote the inclusion of learners with SEND and SEMH needs in their own classrooms, aiming to minimise time learners spend away from their peers.



---

# WHAT OTHER AGENCIES ARE AVAILABLE TO SUPPORT MY CHILD WITH SEND?

With your agreement, school will make the decision to increase the level of support provided. This external support might be from:

- Speech and Language Therapy
- Educational Psychology
- CAMHS
- Occupational therapist/Physiotherapist
- AIP
- DAHIT or VI team (for hearing/visually impaired)



---

# HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE OF THE CLASSROOM?

- Your child will be included in every aspect of school life. You will be consulted about how the school can organise events. School will ensure staffing ratios for special events and visits are appropriate to ensure that children with SEND can take a full part in activity as possible.



---

# HOW DOES THE SCHOOL ENVIRONMENT MEET MY CHILD'S NEEDS?

- At Chapel Allerton Primary School, we have a positive ethos and learning environment. All our pupils, including those with special educational needs, feel welcome and experience a sense of community and belonging. We promote pupils' participation and active engagement in their learning and in the life of the school. We develop pupils' academic, social, emotional and skills to be independent. We have high aspirations for pupils with SEND.
- We have carefully developed our curriculum so that it inspires, celebrates, provides a sense of belonging and identity and raises aspirations for **all** pupils.
- We have a care suite that is accessible on the ground floor. Additional equipment can be purchased or hired for any children who might need it, such as physical equipment, ear defenders or writing aids for example.



---

## WHAT HAPPENS IF MY CHILD STILL REQUIRES EXTRA SUPPORT?

- Only a very small percentage of children will require support of an additional nature to that provided by external agencies. In this case the SENDCo will discuss the possibility of asking the Local Authority to undertake an Education Health Care Assessment of your child's needs.
- In this instance we will begin by discussing the process and ask for your permission to proceed.
  - We will collect information from all agencies involved.
  - We will evaluate strategies and interventions that have been put in place.
  - We will 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 to consider an Education and Health Care assessment a legal timescale begins. This process is bound by legislation and guidance within the SEN Code of Practice
- Throughout this process your child's needs will continue to be met through the support that is already in place.



# HOW WILL MY CHILD'S PROGRESS BE ASSESSED AND THEIR LEARNING MONITORED?

- All our children are set aspirational targets based on their starting points. Every term the SENDCo will analyse the data to evaluate the progress children with SEND are making.
- You will be invited to parent consultation meetings three times a year. You can also request additional meetings with the class teacher and/or the SENDCo and other professionals such as the Speech Therapist. You will receive a written report once a year.
- If your child receives additional funding due to their special educational need, a review will be held twice per year. Both you and your child will have an opportunity to contribute to reviewing progress and provision.
- All children will be given the opportunity to attend reviews or make a written contribution to the review.
- EHCP reviews are held annually.
- Where there is a concern of SEND, members of the Senior Leadership Team (SLT) or SEND Team may carry out in depth observations to gain a deeper understanding of the pupil and to support the class teachers to implement specific strategies and interventions beneficial to the CYP, this plan will be put together in conjunction with the parent.



# HOW ARE THE SCHOOLS RESOURCES/FUNDING ALLOCATED AND MATCHED TO CHILDREN'S NEEDS?

- The school spends the money it receives wisely to ensure success. Where necessary, additional teaching assistants are employed to support cohorts of children. This is usually in a small group as most children do not need 1:1 support.
- If a child does need 1:1 support additional funding will be sought from the Local Authority through the Funding for Inclusion (FFI) process and this money could be put towards additional staffing costs and provision, as necessary.



# WHAT SUPPORT DO WE HAVE AVAILABLE FOR YOU AS A PARENT OF A CHILD WITH SEND?

- As a parent you can arrange to meet the class teacher before or after school by phoning the school office on (0113 262 4851) or arranging this with the class teacher via class dojo. The class teacher will be happy to discuss your child's progress and any concerns you may have. Mrs Turnbull is also available to help.
- Within the pastoral team, Mrs Turnbull, Miss Opie, Miss Lister and Mrs Pinder can offer you a range of support, to help meet your child's needs both in school and at home.
- All information from outside agencies will be shared with you personally or through written reports.
- In some instances where multiple other agencies are involved in supporting your child, to help manage and co-ordinate all these people an Early Help plan maybe set up so that you can meet regularly with all agencies involved.
- If you want more information about the Leeds Local Authority offer, please visit [Directory \(leedslocaloffer.org.uk\)](https://leedslocaloffer.org.uk)



---

# 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.
- If your child is moving to another school or moving into Year 7:
  - We will contact the school SENDCo and ensure that they know about any special arrangements or support that needs to be made for your child prior to their arrival.
  - Wherever possible we will arrange additional transition visits for children with SEND.
  - Wherever possible we will arrange further parents' information visits.
- When moving classes in school:
  - Transition meetings will be held between the current and receiving classes to share all information related to individual children.
  - Children will have an opportunity to spend time with their new class during the second half of the summer term.
- We hold termly coffee mornings for parents and carers.



<b>SEND</b>	<b>Special Educational Needs and Disabilities</b>
<b>SENDCo</b>	Special Educational Needs and Disabilities Co-ordinator
<b>EHCP</b>	Education, Health and Care Plan
<b>ISP</b>	Individual Support Plan
<b>FFI</b>	Funding for Inclusion
<b>LA</b>	Local Authority
<b>CYP</b>	Child or Young Person