

SEND Annual Report 2024–2025

Chapel Allerton Primary School

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Executive Summary

The 2024–2025 academic year has been another year of positive development for SEND provision at Chapel Allerton Primary School. Pupils with special educational needs and disabilities (SEND) have continued to make strong personal progress, and classrooms have remained inclusive, welcoming spaces offering a rich and engaging curriculum for all learners.

Staff across the school have embraced inclusive practices, and regular monitoring has confirmed that classroom adjustments are not only being implemented consistently but are having a positive impact on pupils' academic and social outcomes.

In May 2024 inspection, OFSTED praised the school's inclusive culture, stating:

“The school is highly inclusive. This means that pupils with SEND are at the heart of everything they do. Staff are committed to getting the best out of all pupils, regardless of academic ability.”

Leadership and Strategic Development

Louise Turnbull, the school's SENDCo and Early Years Phase Leader, has continued to develop and enhance the provision. This year, she represented SENDCos across Leeds, collaborating with local authorities and external teams such as SENIT and STARS. This allowed her to both share good practice from Chapel Allerton and to further deepen her own expertise.

The SENDCo was invited to speak at the SEND Conference held at Elland Road in February 2025. She led a workshop for SEND professionals across Leeds, sharing the school's successful use of the Clicker programme to support pupils' executive functioning skills and demonstrating how Clicker can support adaptive teaching and help to create more inclusive environments. Following this, several schools have since visited Chapel Allerton to observe its inclusive practices first-hand alongside additional training.

This academic year also saw the launch of adaptive teaching across the school, co-led by Louise Turnbull and Deputy Headteacher Becca Pinder. Training focused on the 3A Model – anticipate, adapt, assess – and has been enthusiastically adopted by staff, who are now confident in creating responsive, inclusive classroom environments. Ongoing support and follow-up have ensured this initiative continues to be embedded effectively.

SENDIA Inclusion Award Achievement

Throughout the academic year, the SENDCo and Deputy Headteacher have been working diligently towards achieving the SENDIA (Special Educational Needs and Disabilities Inclusion Award). This process involved a substantial amount of work, which was rigorously scrutinised by an external

accreditor. In July 2025, the school was proud to be successfully awarded the SENDIA Inclusion Award, accompanied by an excellent report that commended the school's ongoing commitment to SEND provision and improving outcomes for pupils with additional needs.

"The school is led by a leadership team with a clear moral purpose. Over time, the drive from leaders to ensure inclusion is a core value has positively impacted on the school's culture. They are determined to address potential barriers for any pupil with additional needs. The school's inclusive practice is of the highest quality."

The journey towards this achievement was supported by a dedicated working party, which brought together staff from across the school — including members of the leadership team, teachers, teaching assistants — as well as parents and the SEND governor. Together, they collaboratively developed and implemented a comprehensive action plan to meet the rigorous standards of the award. A large portfolio of evidence was collated along with a learning walk from the accreditor, where he visited classrooms, interviewed staff, parents and pupils.

SEND Team and Support Structures

The SENDCo has been supported by Jade Emslie, the school's HLTA for SEND, who then moved on to a new setting in December 2024, and was replaced in the summer term by Louise Turner. The SEND team have worked closely with staff, families, and external professionals to ensure a consistent and responsive approach to provision.

Over the last five years, the SEND leadership structure has been refined and strengthened, with clear benefits evident through parental feedback, staff observations, and governor monitoring.

Adjustments in line with the SEND framework have resulted in a higher-quality provision, improved systems, and a more confident teaching team. Feedback from the school's SEND governor, Nicola Allardyce, has been overwhelmingly positive.

Provision and Pupil Outcomes

Despite ongoing challenges such as long waiting times for external services, pupils with SEND have continued to make good personal progress. The school's use of the Graduated Approach has allowed for early identification, responsive planning, and a regular review of needs.

Where children were identified as making limited progress, class teachers worked closely with the SEND team, families, and the pupils themselves to review strategies and implement additional support. The school's commitment to inclusive, high-quality teaching ensures that all pupils have access to meaningful learning opportunities.

Speech and language needs remain the most prevalent area of SEND across the school. This has been particularly evident in the Early Years, where multiple barriers such as SEND and English as an Additional Language (EAL) often overlap. Early screening of F1 and F2 pupils continues as standard practice, followed by a nine-week Talk Boost intervention programme led by trained Speech and Language Teaching Assistants. This programme, funded through SENDIF, continues to deliver strong outcomes and is embedded throughout classroom practice once the programme has been completed. In addition to in-school provision, the school benefits from the support of the Chatterbug the traded therapist that supports school through the Cluster, who attends fortnightly.

The speech and language team, alongside Chatterbug professionals, provide high-quality interventions, assessments, and cascading training to staff across the school.

The school has also taken steps to ensure that children learning English as an additional language are not misidentified as having SEND. A designated EAL Teaching Assistant provides assessments and sets individualised targets for these pupils, supporting accurate identification and targeted support.

Responding to Complexity and Growing Needs

There has been a notable rise in the number of pupils presenting with complex and multiple needs. In response, the school has trialled and successfully implemented a new cohort staffing model. Initially piloted in Foundation 2, this model encourages staff to work across year groups rather than in individual class teams, promoting a collaborative approach to planning, adaptation, and support. This model has now been rolled out across the school and is already showing positive outcomes in both pupil progress and staff confidence. Using the team's expertise across the whole cohort enables all staff to grow in skill and ensures that all staff can work with all children. Ensuring the year group teams work effectively and cohesively to maximise outcomes for all pupils is a key aspect of this approach. The SENDCo and SLT wanted to create classrooms that supported all staff wellbeing as well as recognise each staff members strengths.

Social, Emotional and Mental Health Support

Social, emotional, and mental health (SEMH) support continues to be a fundamental part of the offer at Chapel Allerton Primary. The school employs a part-time Emotional Wellbeing Practitioner, Nardeep Jheeta, who works with children 1:1 and in small groups. These sessions focus on resilience, emotional regulation, and anxiety management, and take place in a dedicated safe space. The practitioner is also the school's Mental Health First Aider. This supplements the work carried out by the safeguarding and welfare officer, Tessa Robins and the wider pastoral team, made up of Louise Turnbull (SENDCo), Becca Pinder (deputy head), Nardeep Jheeta (well-being worker), Tessa Robbins (safeguarding and welfare officer) and the SEND HLTA, Louise Turner. The pastoral team works closely together to review cases and plan interventions. Support is further enhanced by continued collaboration with the 2gether Cluster and the NHS MindMate Support Team, who have provided both whole-class workshops and targeted individual interventions.

The hub continues to be well used and an essential aspect of the schools provision proving a safe place for children to regulate as needed.

OFSTED acknowledged this work, noting:

"Pupils who struggle to regulate their emotions receive additional support in 'The Hub'. This space, and the colleagues who work there, are valued by both pupils and parents."

Assessment and Systems

Assessment tools have been further embedded this year to better track and celebrate progress for pupils with SEND. In the Early Years, staff use the Developmental Journal. In Key Stages 1 and 2, BSquared provides a clear picture of pupils' learning by breaking down the curriculum into small,

manageable steps. It is particularly useful in identifying spiky profiles and ensuring progress is recognised across different areas. These systems blend well with our in-school systems and support teachers in making accurate assessments of the children's needs.

Where appropriate, the Autism Education Trust Framework is used to complement these systems, and a range of additional screening tools help inform planning and provision.

The SENDIA award stated:

'There is a clearly established and thoughtful approach to supporting pupils with SEND, underpinned by careful monitoring and continuous development. Staff have a precise understanding of how these pupils progress in very small steps, using an external matrix to track incremental progress, recognising the multiple barriers to learning they face'

Intervention and Classroom Inclusion

Classroom environments have become increasingly accessible. Reasonable adjustments—often small but impactful—have been made for individual pupils, with a clear focus on improving comfort, engagement, and access to learning. Feedback from pupils and parents has shown that these changes are making a significant difference to children's experience in school.

SENDIA identified that,

"This contributes to an increasingly inclusive culture, where pupils with SEND are becoming more independent and regulated, supported by adaptive methods embedded across the school"

Daily intervention groups continue to run across school to support pupils with a range of needs including fine and gross motor skills and speech, language, and communication needs. These groups are carefully planned to complement classroom learning, rather than interrupt it. Staff leading these groups are developing specialist knowledge and receive regular support.

School characteristics

SEND children in school (Information taken from January census 2025)

	2025
Total number of children on school roll	442
Number of children on SEND register for this period	75
% of children on school roll with SEND	17%
National SEND children	18%
Number of children with statements of SEN / EHCPs -	3 final - 0.7% 9 final in June – 2.04%
% of children with an EHCP	2%
National % number of children with statements of SEN / EHCPs	4%

The SEND code of practice recommends a Graduated Response approach to needs before a decision is made to place a child on the SEND register.

Please note - If all the children requiring an EHCP had one our total would be ... **26 children = 6%** significantly above national average.

Breakdown of SEN register by category of need (Please note these numbers may fluctuate as it is calculated on a termly basis)

The table below shows the primary area of need for children on the SEND register. Speech and Language needs continued to rise in recent years with the school also seeing a rise in children with complex needs. Speech and Language TA's screen all identified children on entry to Foundation Stage to identify and act promptly.

	2025
Moderate Learning Difficulty	7%
Severe Learning Difficulty	4%
Specific Learning Difficulty	8%

Social, Emotional and Mental Health needs	15%
Autism Spectrum Disorder	7%
Speech, Language and Communication needs	57%
Visual Impairment	3%
Hearing Impairment	4%
Downs syndrome	1%
Other	8%

Numbers of children on SEN register indicated in each year group. (*Please note these numbers may fluctuate as it is calculated on a termly basis*)

	2025 - Jan
Nursery 2 on SEN register	3
Reception on SEN register	6
Year 1 on SEN register	13
Year 2 on SEN register	8
Year 3 on SEN register	10
Year 4 on SEN register	15
Year 5 on SEN register	11
Year 6 on SEN register	10

Attendance

Whole-school attendance rate	96%
National attendance rate	94.5%
Attendance rate for those on SEN register (SEN Support)	92.8
National attendance rate for those on SEN register	93.6

Note authorised absence includes, medical visits, transition visits to new high schools, Y6, had a number of children accessing a specialist provision for high school and therefore accessed frequent transition visits. We have two children in school with an EHCP and medical needs.

Exclusions

Total number of permanent exclusions (all pupils)	0
Total number of fixed-term exclusions (all pupils)	0
Total number of permanent exclusions (SEN cohort)	0
Total number of fixed-term exclusions (SEN cohort)	0
Total number of school days lost to fixed-term exclusions (all pupils)	0
Total number of school days lost to fixed-term exclusions (SEN cohort)	0

Funding arrangements (2024/2025) budget source – FAS allocations report accessed)

There were no new funding applications made due to the changes the LA brought into place July 2023. The LA are currently honouring previous funding applications. FFI (Funding for Inclusion) is primarily used in school to ensure adequate staffing and resources across school.

Total funding received by school	£207,988.00
Number of pupils for whom top up (element 3) funding is being claimed	41 children

A band cognition	£20,068.00
E band communication	£135,372.00
SEMH	£15,660.00
Medical	£16,704.00
s	£20,184.00

Current SEN staffing infrastructure

The table below accounts for all Teaching Assistants (TA's) across school. Eleven TAs are currently in a designated SEND role.

A Speech and Language TA is responsible for delivering speech and language programmes to identified pupils with speech and language needs. These children are identified via the class teacher or support staff and then after discussing with the SEND team, their needs are assessed by the Speech and Language Therapist.

	Staff	FTEs
Special Educational Needs and Disabilities Co-ordinator	1	.5
Special Educational Needs and Disabilities HLTA	1	.8
Higher-level teaching assistants (HLTAs)	3	2 + 1- 0.4
Teaching assistants	23 7	FT 0.5
Safeguarding and Welfare Officer	1	1
Emotional Well Being Practitioner	1	.5

Staff training and Qualifications

HLTAs and TAs at Chapel Allerton Primary have a range of qualifications examples of which are shown below.

Staff qualifications

	Qualifications
Special Educational Needs Co-ordinator	BA Hons, Early Years Education with QTS, National Award for SENCo - NASENCO
Teachers	Degree, BA Honours, PGCE, QTS
Higher-level teaching assistants (HLTAs)	BA Hons Degree
Teaching assistants	Degree: e.g. B.A. or B.Ed. in Primary Education or Childhood Studies, Speech and Language Diploma CACHE L3 Level 2 + training in classroom assistants
Other - Safeguarding and Welfare Officer	Degree

Training opportunities provided at Chapel Allerton Primary School this academic year.

Staff role	Training accessed
SENDCo/SEND HLTA	Specific service training; SALT, HI, VI, EP
SENDCo/SEND HLTA	SEND training delivered by Educational Psychologist
Whole school	Adaptive teaching
Whole school	Autism tier one
Whole School	Clicker Training
Whole School	Safeguarding and Child Protection
Whole School	Foetal alcohol syndrome
Teachers and TAs for individual pupils	Epilepsy Training (Online)
Teachers and TAs for individual pupils	Intensive Interaction Training
Teachers and TAs for individual pupils	Moving and Handling Training (East SILC)
Teachers and TAs for individual pupils	Downs syndrome
Teachers and TAs for individual pupils	Intimate Care Training (East SILC)
Teachers and TAs for individual pupils	Hearing Impairment – pupils focused (DAHIT)
Teachers and TAs for individual pupils	Provision for pupils with complex needs (SENIT)
Lunchtime staff and key members of staff	EpiPen/Asthma Training
SENDCo	Cluster meetings, network meetings, and SEN conference (Complex Needs Service)
SENDCo	STARs twilight sessions, network meeting, SENDCo rep .
Speech and Language T.A	Talk Boost
SENDco	STARs: Transition and Lead Practitioner meeting
Social and emotional learning – research project – EEF and Huntington	SENDCo and Deputy Head

Compliance with statutory duties

	204-2025
All provision is in place for students with EHCPs	✓
Annual reviews have been conducted on time	✓
The school's SEN policy reflects reality within the school	✓
The school has responded to all professional recommendations made in this period	✓
Students with disabilities have accessed all relevant school activities including trips	✓

Quality of Teaching and Learning

The quality of teaching and learning across the school is consistently good or better. Senior Leadership Team (SLT) members, including the SENDCo, conduct regular lesson observations and monitor intervention groups to ensure high standards are maintained. A comprehensive programme of monitoring activities—such as learning walks, book scrutinises, and formal observations—is implemented throughout the academic year.

Support is strategically provided by SLT where needed, with particular attention to inclusive practices. Observations have highlighted excellent use of reasonable adjustments, enabling all children to access learning effectively. Monitoring confirms that pupils requiring additional support benefit from bespoke, personalised learning opportunities tailored to their needs.

The quality of teaching and learning delivered by Teaching Assistants has also been evaluated through SLT and SENDCo observations, with outcomes consistently rated as good or better.

Quality assurance and performance management of teaching assistants

The SENCO appraises a range of staff including, TA's and SEND teaching assistants. Where the SENDCo is not the appraisee support is provided to the SLT member to ensure targets are appropriate and drive forward progress and outcomes. Target setting meetings are held in the Autumn term and a mid-year review meeting is held in the Spring term. Observations of teaching and learning activities are conducted in Autumn/early Spring and Summer. These may be group or individual lessons, and the area of learning is identified from discussion of the children's special educational needs in each case. The SENDCo is part of the SLT team and actively takes part in or oversees all forms of monitoring across the school.

Range of Interventions Currently in Place

As a school, we have moved away from delivering numerous separate interventions and instead focused on creating inclusive classrooms that are inclusive by design. Our approach centres on making learning accessible to all pupils through adaptive teaching strategies embedded within everyday classroom practice.

We utilise a range of tools and techniques — including technology, visual supports, scaffolding, and targeted staffing — to ensure that all learners can access the curriculum meaningfully. Staff are highly skilled in meeting a wide range of needs and continue to develop their expertise through ongoing

professional development. This inclusive, responsive approach ensures that support is integrated, effective, and sustainable across the school.

All the interventions we still operate have a positive impact, and children are making good personal progress, eight children have been discharged from the Speech and Language caseload because of their progress. The Nessy programme stands out as being particularly successful and had great feedback from both children and teaching staff. One child made 58% progress in their reading and 16% in their spelling in 6 months of accessing the programme. They are now reading within ARE (see below). We have purchased an increased number of licenses to allow more pupils to access the intervention.

Quality assurance of interventions

Work is scrutinised by the Head Teacher, Deputy Head Teacher, SENDco and the SLT Team, this has been conducted through examining pupils' books, pupil interviews, observational notes from teachers and teaching Assistants and examining the regularity of intervention work.

Progress data is analysed for pupils who access interventions and for pupils who are off-track for age related expectations are discussed. Further adaptations to interventions are then planned.

Many interventions are personalised to the individual or group using assessment.

The school improvement team within the LA, work with school supporting quality assurance for all pupils.

Description	Nessy – Dyslexia Quest Reading and Spelling Programme	
Number of students currently accessing intervention	94 pupils – Y1 and above	
Comments on effectiveness		
We purchased two areas of Nessy, the dyslexia screener which is disguised as a game called 'Yeti Mountain' as well as the Reading and Spelling Programme. Once complete, the screener brings up a set of results showing the risk of dyslexia (low, moderate, or high risk) and the report displays the conclusion of the quest and what areas scored low, moderate, or high. The dyslexia quest assesses the child's; Rapid Naming, Phonological Awareness, Working Memory, Phonological Memory, Visual Sequential and Visual Memory. The programme is used on 'target mode' and guides the student through various levels, addressing and going over any areas of difficulty. Termly reports are produced and children that have not made progress are flagged up to teaching staff and the SEND team. Pupil interaction is monitored weekly. A HLTA is responsible for monitoring Nessy, both usage and progress.		

Description	Fine motor skills and handwriting (Pegs 2 paper)	
Number of students currently accessing intervention	60+	
Comments on effectiveness		
Fine motor interventions are implemented in F1, and F2 as well as for individual children throughout the school. The 'Pegs 2' paper intervention is implemented 3+ times per week in the Early Years, alongside the implementation of Fine motor resources such as pegs, threading, the use of tweezers. 'Fine motor areas' are set up in the areas of Early Years to develop these skills through play. 'Busy hands boxes' are provided for individual children who require additional fine motor intervention to support when they are at a pre-writing stage. Fine-motor skills are closely linked to gross-motor skills, and both are promoted within areas of provision/interventions throughout school. <i>Nineteen children who entered F2 at mark making level were writing recognisable letters by the Spring Term and by the end of the academic year, seven children made considerable progress and were able to write simple sentences. Four children were writing recognisable letters and some CVC words by the end of the year. 6 children who were identified as needing further support to enable progress in this area continued to access high levels of differentiated fine motor intervention and accessed the movement play intervention.</i>		

Description	Intensive Interaction
Number of students currently accessing intervention	5
<p>Comments on effectiveness</p> <p>This intervention is highly effective and supports children who are pre-verbal. Intensive Interaction is used within 1:1 speech and language sessions but also as and when appropriate.</p> <p><i>Throughout the year, progress has been made one child in Y1 started to use more words to express herself as well as longer sentences to communicate her needs. We have seen a noted change in their behaviour as a result of her increased language. Another child in Y1 is able to use some words to communicate his basic needs and will now use more words independently to demonstrate communication with intend.</i></p> <p>Progress is monitored on intensive interaction record sheets.</p>	

Description	Movement Play
Number of students currently accessing intervention	18
<p>Comments on effectiveness</p> <p>Significant positive impact for all that attend. Targets both range of mobility and development of core strength as well as attention and listening skills. A main success of the intervention is the regularity and consistency of the sessions; this session runs five times per week by a trained member of staff. The group has also improved confidence and listening and attention skills. Children from F2, Y1, Y2 and Y3 and Y5 attend the session, all children are identified as needing targeted intervention with fine and gross motor development.</p>	

Description	Sensory circuits
Number of students currently accessing intervention	25
<p>Comments on effectiveness</p> <p>Significant positive impact for these pupils. The access to the sensory circuits has enabled children to feel more settled and ready to access classroom learning. The impact has also been noticed at home with some parents reporting that their child is calmer and more regulated at the end of the school day.</p> <p>The circuits work on a ... alerting, organising and calming approach. Children undertake activities that alert, then focus on their ability to organise (supporting visual memory, sequencing etc) and a calm ending to ensure children are ready to re-enter the classroom.</p> <p>Children in Y2, Y3, Y4, Y5 currently access the group sensory circuits with children across the whole school accessing provision as required for their own bespoke timetables/ needs.</p>	

Description	Speech and Language 1:1, 1:2 or small group sessions
Number of students currently accessing intervention	100
<p>Comments on effectiveness</p> <p>Children are assessed by the Speech and Language therapist from Chatterbug who attends CAPS fortnightly, speech and language plans are then implemented and delivered by the Speech and Language TAs in school as well as teaching assistants and class teachers. This often forms part of the child's individual support plan (ISP). Children will receive 6 weekly blocks of therapy, and this will then be handed over to the class teacher/TA to further implement these strategies over the following half term before being picked back up again throughout the year.</p> <p>All children have demonstrated progress and moved on from original targets set at the start of the academic year, progress is variable depending on the child and specific area of need - some children have achieved their targets several times throughout the year. Progress of SALT sessions are recorded on progress plans. We have increased the number of children receiving SALT in the last year, without having to reduce time spent during sessions. This has had a positive impact on the whole delivery of speech and language plans.</p>	

Description	Talk boost	
Number of students currently accessing intervention	16 (f1 – 12 chn, F2- 4 chn)	
Comments on effectiveness		
<p>The pupils in these groups have been identified as having mild speech and language difficulties through screening, but do not meet the criteria for 1:1 support. The school's two Speech and Language TA's attended talk boost training and with the support of our previous NHS therapist have set up intervention groups in F1 and F2 which run in the Autumn/Spring term. All children made substantial progress, and each child was provided with a report showing this at the end of the programme. Talk boost strategies were continued to be implemented within the classroom throughout the rest of the year and children benefited from this.</p>		
Description	Colourful Semantics	
Number of students currently accessing intervention	15	
Comments on effectiveness		
<p>Colourful Semantics is an important intervention as it enables the children to independently sequence or retell events using bookmarks which can be utilised in class. For example: a who, what, why and where bookmark to prompt for support in expressive language. <i>During a Y3 small group observation, two children accessed the class input and they were then able to independently create sentences, these supported the children's sentence structure orally. Some children were able to record their sentences in the books using a pencil, one child used the images/ word cards and stuck these into his book. Without the use of colourful semantics and this adaption, these four children would have needed a high level of adult support to create work independently. The use of colourful semantics in this group also fully supported their speech and language plans.</i></p>		

Description	Lego Therapy	
Number of students currently accessing intervention	15	
Comments on effectiveness		
<p>Lego therapy groups are run by TA's and Speech and Lang TAs throughout school from F2 right up to Year 6 and are differentiated towards younger and older children.</p> <p>Children are all given a different role within the group, which is changed weekly, and each role focuses on a different skill set such as listening and attention, following instructions, taking turns, developing vocabulary, fine motor skills, improving confidence, aiding friendships, and developing social skills. Lego therapy is part of some children's Speech and Language Support plans but can be beneficial for all children and is recommended widely by trained therapists.</p> <p><i>Throughout appraisal observations, the SENCo noted progress in listening and attention, turn taking and social interactions.</i></p>		

What has worked well this year?

- A highly successful Inclusion award accreditation secured July 2025
- Introducing and implementing adaptive teaching, in particular the 3A model.
- Delivering a workshop at the SEND conference.
- Supporting other schools with their implementation of Clicker.
- Providing training for the SENIT team (Clicker, adaptive training).
- The continued in- depth tracking observations of children with SEND to enable SLT to evaluate how cohesive their learning experience is. This has been supportive for teachers and provided alternative provision and approaches that can be used to further support the child.

- Consulting with SENIT for individual support – providing excellent resources/support strategies which can be used for several children.
- Assessing nursery children in the first term and applying for SENDIF funding by October. This has enabled targeted support to be implemented earlier and enabled further support to be actioned if a child needs more specialist support.
- Monitoring list children identified, and specific interventions are put into place, children receiving the correct interventions has been key.
- The Nesy Reading and Spelling Programme, continues to have a positive impact and is well monitored by the HLTA to ensure all children are accessing and making progress.
- Collaborative working with professionals and parents. Multi-agency and person-centred planning approach.
- SEND team continue to use ASC lead practitioner knowledge and training to support ASC in the classrooms on a whole class and individual basis.
- The talk boost program has been highly successful, proven by impressive results and will run again next year.
- Ensuring that children with complex needs have an individualised package of support, intricately linked to their needs and EHCP plans where relevant.
- The use of Clicker has transformed children’s ability to access both core and non-core learning. Clicker reduces the cognitive load as well as providing an alternative way of recording and accessing whole class learning.
- Individual Support Plans are reviewed 4x per year by class teacher and vigorously supported and monitored by the SEND team. Reviews are shared with parents and parents are invited and encouraged to share their thoughts and contribute towards next steps.
- The SEND and well-being space ‘The Hub’ has been a hugely successful addition to the school – very multipurpose – dysregulation support, speech and language groups are conducted, access for children throughout school that require play, a smaller space, less stimulating room.

What could have worked better?

- Long waiting lists from external services.
- The Local Authority (SENSAP), the service responsible for implementing the legislative framework of the Children and Families Act 2014, have struggled to clear the Educational Psychologist back log – this has delayed many of EHCP applications as EP’s have not been able to fulfil their duty within the time frames, directly impacting on school, children, and their families.
- A consistent HLTA to work alongside the SENDCo.
- The funding changes have impacted budgets at school. No funding has been attached to new EHCP’s as yet.

SENDCO Priorities for the next Academic Year

- To continue to offer an excellent provision for all children including those with SEND at a universal level, working with the mindset that ‘what is good for SEND pupils is good for all pupils.
- To continue to support staff across school and ensure SEND provision at Chapel Allerton is of a high-quality, is consistent and ensures all teachers are teachers of SEND.
- To complete the Social, Emotional Learning (SEL) training and start to implement this in school, through very specific actions.
- Continue to ensure all staff are confident and have an increased in-depth knowledge of SEND, this includes the continuation of SEND training and keeping up to date with new training, holding regular CPD sessions for staff to attend.
- Adaptive teaching – enabling teachers to meet the needs of all children within their classes, including those with SEND.
- Staff are consistently implementing provision to meet children’s individual targets, responding, and adapting to individual progress as and when appropriate. The Graduated Approach is embedded in daily planning, teaching, and learning.
- There is a focus on children who are making limited progress, teaching and interventions are adapted and barrier are removed to allow children to make some personal progress.
- Monitoring list children – impactful interventions and the monitoring of these.
- EHCP Applications are made in line with the new LA changes to funding.
- Continue to support parents and hold events throughout the year to provide a support network.

Conclusion

The 2024–2025 academic year has been another strong year for SEND at Chapel Allerton Primary School. The school remains committed to creating inclusive, responsive environments that allow all pupils to thrive. Through strategic leadership from the SENDCo and SLT the SEND provision has continued to develop in both depth and quality. The recognition via the SENDIA inclusion award was particularly pleasing and confirmatory of the quality of our practice.

Staff confidence, parental involvement, and pupil outcomes are all moving in a positive direction, and the school is well placed to navigate upcoming changes to national and local SEND frameworks. As the needs of the school community evolve, so too will the commitment to supporting every child, every day, in every classroom.

EHCP	Education, Health, and Care Plan
SLT	Senior Leadership Team
SALT	Speech and Language Therapy
HI	Hearing Impairment
VI	Visual Impairment
EP	Educational Psychology
SEND	Special Educational Needs and Disabilities
SENDCo	Special Educational Needs and Disabilities Co-ordinator
TA	Teaching Assistant
HLTA	Higher Level Teaching Assistant
ISP	Individual support plan
EAL	English as an additional language
LA	Local Authority
SENIT	Special educational Needs Inclusion Team
STARS	Autism specialist team
SEL	Social, emotional learning
SEMH	Social, emotional mental health
SLCN	Speech, language and communication need