



## **Chapel Allerton Primary school**

### **Special Educational Needs and Disabilities Policy**

Louise Turnbull

*Reviewed October 2025*

#### **Chapel Allerton Primary School Mission Statement**

Through collective dedication we will develop children who:

- Are creative, imaginative, independent lifelong learners
- Enjoy challenges, anticipate success and achieve the highest possible standards
- Instil pride in the local community through their excellent behaviour, attitude and sense of citizenship
- Believe in mutual understanding, trust, tolerance and respect
- Are physically active and have developed the habits which ensure good mental, spiritual and emotional health

#### **Our whole school Aims**

At Chapel Allerton Primary School, we will:

- Develop a love of learning which will remain with children for life
- Develop lively, enquiring minds which question and argue rationally
- Enable children to apply themselves to tasks and physical skills
- Enable children to use language and numbers effectively
- Encourage all children to be inclusive and to have respect for all cultures, backgrounds and beliefs
- Enable all children to fully access the curriculum
- Ensure children understand the modern world and the interdependence of individuals, groups, communities and nations
- Appreciate achievements and aspirations
- Ensure children know right and wrong and develop high moral values.

#### **1. Introduction**

Chapel Allerton Primary School is a large school where we greatly value the diversity of our pupils. We encourage an inclusive ethos where staff and pupils value and respect each other regardless of individual needs, backgrounds and abilities. We value the views of our pupils and their families and encourage open and honest dialogue through parent/carer and pupil meetings, parent/carer workshops and the School Council for pupils. We have high expectations of all our pupils and where needs are identified we endeavour to put support in place at the earliest possible stage. We want the best for, and from, all the children in our school.

Any children with Special Educational Needs, medical and/or Disabilities are included with their peers in mainstream classes. We recognise that pupils learn at different rates and that there are many factors which affect children's achievement.

#### **The aims of this policy**

- To ensure that all children, whatever their special educational needs or disability (SEND), receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, enabling pupils to achieve their full potential.
- To give children with SEND equal opportunities to take part in all aspects of the school's provision.

- To involve parents and carers in formulating plans and supporting their children.
- To involve children in setting targets and reviewing their own needs and progress where appropriate.
- To ensure that the responsibility held by all staff and Governors for pupils with SEND is implemented and maintained in accordance with the SEND code of practice (2015) and current relevant legislation and guidance.
- To provide an appropriately qualified and experienced SENDCO in post who can ensure that the SEND Policy is put into practice.
- To provide support and advice for all staff working with SEND pupils.
- To develop individuals who are confident and have a positive attitude to learning.

*(Ref: Special educational needs and disability code of practice: 0 to 25 years, Department for Education and Department for Health, June 2014. Children and Families Act 2014, part 3. Supporting pupils at school with medical conditions, Department for Education, 2014. Equality Act 2010)*

This policy complies with the statutory requirements in the SEND Code of Practice 0 - 25 (2015) and should be read in conjunction with the following guidance, information and policies:

- The Equality Policy
- The Accessibility Plan
- The school's SEND information on the school website (SEND Report)
- The LA Guidance – 'Children & Young People with SEN; Guidance – School Based Support' Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The Safeguarding Policy

In accordance with the overarching principle of the new Code of Practice, this policy has been produced by Louise Turnbull – SENDCO. The policy is ratified by the School Governors, including the governor responsible for SEND – Nicola Allardyce

#### **Contacts**

Special Educational Needs & Disabilities Coordinator (SENDCo) Louise Turnbull, Completed the National SENDCO award in 2023 and passed with a distinction.

Assistant Special Educational Needs & Disabilities Coordinator (SEND HLTA) Jade Elmslie

### **1. Identification of SEND - A Graduated, Whole School Approach to SEN Support**

Children and young people are identified as having SEND if they do not make adequate progress through quality first teaching.

The school works with Leeds City Council and in line with legal requirements to ensure that all children with SEND are identified and receive appropriate support. Parents are informed and consulted at every stage. If parents/carers have concerns they should raise them initially with the class teacher. If a class teacher has a concern about a child's progress, they will discuss this with parents/carers and refer their concern to the SENDCO. Parents/carers are invited to a meeting with the SENDCO and/or class teacher to discuss further support for their child.

Class teachers, teaching assistants (where appropriate) and the SENDCO (if necessary) review the progress of children with SEND at 'Pupil Progress or SEND Progress' meetings four times in the year. Where pupils are not making good progress, appropriate additional support or intervention is planned, implemented and will then be reviewed. For some pupils, this level of support may not be sufficient to promote good progress and in this case the level of intervention support will become more focused, and the review of progress may become more frequent. An Individual Support Plan (ISP) is created and filled in by the class teacher which records strategies and interventions they are working on. Observations, ongoing class assessments and the child/parent's views will all inform these reviews. If necessary, and providing the pupil's needs meets certain criteria, parental consent may be sought to refer the child to another professional for advice (e.g. School Nurse, Speech and Language Therapist, SENIT, or Educational Psychologist). School will inform parents/carers of the availability of relevant and accessible information, support and advice (e.g. SENDIASS -Leeds SEND Information Advice Support Service, CAMHS leaflet.)

Where it is decided that a child has special educational needs parents/carers will be notified. The SEND Code of Practice 2015 definition states:

"A pupil has SEND where their learning difficulty or disability calls for special educational provision, that is provision different from, or additional to, that normally available to pupils of the same age."

(SEND Code of Practice 2015, 6.15, p.94)

The SEND Code of Practice specifies four broad areas of need:

- Communication and Interaction (including autism spectrum disorder)



- Liaising with outside agencies to ensure the correct support and provision for children with SEND
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options, and a smooth transition is planned.
- Taking responsibility for the in-service training of all staff with regard to SEND issues
- Advising the Head Teacher and Governors on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Working with the Head Teacher and Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps records of all pupils with SEND up to date
- Reporting annually to Governors

### **Class Teachers**

Teachers are responsible for the education and progress of all pupils in their class, including those with SEND. Their duties include:

- Class and subject teachers are accountable for the progress and development of children and young people in their class
- Assessing pupils' learning needs and outcomes, through their daily teaching and more formal assessments, and setting new targets in conjunction with pupils and their parents/carers.
- Planning and implementing appropriate teaching and learning programmes to enable pupils to make progress.
- Oversee and manage support staff and ensuring that they are appropriately equipped and prepared to carry out the planned teaching and learning activities to positive effect.

### **Teaching assistants/SEND Teaching Assistant**

Teaching assistants and support staff are a key part of our school team: they work closely with the class teachers and carry out a range of roles across the school, including whole class, small group work and providing 1:1 support. All teaching assistants and support staff are line managed by The Head teacher/ SENDCo/ Deputy Head Teacher/ Phase Leaders.

### **Other Roles**

- The SEN Governor is Nicola Allardyce- they meet with the SEND team regularly and monitor the provision in place/progress of pupils/students with SEND
- The school employs a high number of support staff. They carry out a range of roles across the school and are line managed by The Head teacher/SENDCo/Deputy head/Phase Leaders. They work closely with the class teachers who oversee their work and plan with them.
- The Designated Teacher for Safeguarding is Nicholas Sykes (Headteacher), Designated Safeguarding Lead (Tessa Robbins).
- The member of staff responsible for Children Looked After is Deputy Head - Becca Pinder
- The staff responsible for managing the school's responsibility for meeting the medical needs of pupils/students are Nicholas Sykes – head teacher, Louise Turnbull – SENDCO. Sally Martin – Send HLTA, Tessa Robbins Safeguarding and Welfare Officer

Chapel Allerton Primary School promotes a multi-agency approach to working and where possible, staff will come together to attend meetings with various professionals and parents.

It is important to note, other factors may impact on progress and attainment: attendance and punctuality, English as an Additional Language, being a Looked After Child, health and welfare, being in receipt of Pupil Premium, Disability (the Equality Act and the Code of Practice state that schools and settings have a duty to make 'reasonable adjustments' – these alone do not constitute SEND).

### **3. How we identify when additional support is required**

We identify additional support is required when a child is not making progress, even after taking into consideration starting points or a child displays difficulties in any aspect of school. We hold robust pupil progress 4 four times a year, this meeting is attended by SLT and class teachers. Actions are put into place to close the gap and to accelerate children's learning. If the additional actions are ineffective, the SENDCo will be made aware, and measures will be taken to identify any potential reasons and to identify more specific interventions that can be put into place. A typical identification process may look like.

1. Observations will be completed within class,
2. A meeting with parents to discuss what is happening and how things are at home.
3. Assessments, this may include the use of the Developmental journal or BSquared, specific assessments and other recommended screeners.
4. Gaps will be identified, and additional teaching strategies and/or specific interventions put into place and/ or make onward referrals
5. Onward referrals could include – Chatterbug (speech and language), SENIT, CAMHS, cluster referrals.
6. An Individual Support Plan, Pupil Passport and Provision Map are then created with clear targets set. The child's strengths are identified, along with pupil voice and parental voice.
7. Review meetings held four times a year and in line with whole school parent consultations.

Some children and young people on the SEND Register may have more significant, complex SEND, and there may be several specialist services involved with the child and their family. As a result of the monitoring cycle, it may be felt that they are not making the expected progress towards identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, and if so a request can be made for an Education, Health and Care (EHCP) assessment of need. This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the issuing of an **Education Health and Care Plan (EHCP)** which will bring together health and social care needs, as well as their special educational needs and provision. Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school. Their progress will be monitored by school and through an annual review, where the outcomes on the EHCP will be considered.

#### 4. Criteria for Exiting the SEND Register

Children and young people are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEN Register are made after further assessments have been made at the end of each monitoring cycle. If sufficient progress is made or the provision in place enables a child to make good progress the decision might be made to remove a child/young person from the SEND register.

#### 5. Supporting Pupils/Students and Families

We aim to work in partnership with our parents and families and to ensure they are fully informed about all matters relating to their child's SEND. The SEND Report is on our website and is updated regularly, and we guide parents towards the LA Local Offer for information about wider services. In addition to information about the personalised support we offer a child, we also provide information about:

Our school admissions arrangements can be found on the school website <https://www.leeds.gov.uk/Pages/How-we-decide-how-to-assign-school-places.aspx>

We work with a variety of professionals across the city, including ICAN, NHS speech and language services, DAHIT team, physiotherapist and so on. Our school is part of the 'together cluster' this provides school with access to SEMH support, Chatterbug speech and language services, attendance support and multiple other services.

Examination and assessment access - Our arrangements for examination and assessment access closely follow the government guidance

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1109963/2023\\_key\\_stage\\_2\\_access\\_arrangements\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1109963/2023_key_stage_2_access_arrangements_guidance.pdf)

The SENDCo meets with phase leaders to discuss access and any additional requirements arrangements that need to be made for pupils, following the government guidance, to access SATS applications for adjustments are made in accordance with the government guidance.

Transition - Class to class – Transition is built around the individual child, but it will include..

- Thorough hand over with class teacher and SENDCo
- Teacher visiting the child in their current class
- Additional visits to the new class
- A 'my new class' booklet will provide the teacher
- The child's current resources, specialist equipment etc is handed up to the new class
- Transitions day – the children spend a full day as a class in their new class base with the new teaching team around them.
- New teacher and parents meet before and if required after the transition.

School – school – We hold robust transition meetings with our feeder schools to ensure the transition is as smooth as possible.

- Thorough hand over with new SENDCo/Class teachers/ head of years
- School staff visiting the child in their current class
- Additional visits to the new school if required
- The child's current plans and any required documents are handed to the new school staff.
- Transition day/s – children visit new schools, often accompanied by school staff too.
- New SENDCo and parents to meet before transition.

Medical needs - At Chapel Allerton Primary School, we recognise that children and young people at school with medical conditions should be properly supported so, that they have full access to education, including school trips and physical education. Some children and young people with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEND and may have an Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (2014) is followed.

The staff responsible for managing the school's responsibility for meeting the medical needs of pupils/students are Nicholas Sykes – Head teacher, Louise Turnbull – SENDCO, Sally Martin– SEND HLTA, Tessa Robbins Safeguarding and Welfare Officer.

Our school policy on managing medical conditions of pupils can be found - <https://primarysite-prod-sorted.s3.amazonaws.com/chapel-allerton-primary-school/UploadedDocument/66daa91e-c76e-4ec5-a03f-560a5e4a0547/medicine-policy.pdf>

## 6. Monitoring and Evaluation of SEND

Our monitoring and evaluation cycle is embedded into school practice and is a continual cycle of review aimed at improving the provision and outcomes for all pupils.

- SEN ISPs are reviewed four times a year in October, January, April and June/July.
- The SEND team meets with teachers regularly after data has been analysed to discuss progress of children with SEND and children in support groups.
- Targets for pupils in support groups or with ISP's are agreed by the teacher to encourage accelerated learning for these pupils.
- Rigorous Pupil Progress meetings take place each term when the Head Teacher, SENDCo and other senior leaders meet with the Class Teacher to discuss the progress of all the children in the class.
- The SEND team meet regularly with parents/carers to discuss their child's progress, next steps and how things are at that point in time for the child.
- Pupil voice is gained throughout our monitoring and evaluation cycle, talking mats may be used to obtain this.

## 7. Resources

Funding for SEND - All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school to ensure that they have a 'notional budget' which caters sufficiently for the special educational needs of the children and young people within their school. The Education Funding Agency describes the funding available within schools for SEND pupils as being made up from 3 elements:

<b>Element 1</b> <b>Core Educational Funding</b>	Mainstream per pupil funding (AWPU)
<b>Element 2</b> <b>Schools Block Funding</b>	Contribution of up to £6k for additional support – notional 6K budget
<b>Element 3</b> <b>High Needs Top Up</b>	Top Up funding from the LA to meet the needs of individual children and young people with EHC plans

The amount of money in the schools' block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority. Schools receive an annual school block allocation made up of several elements in order to enable them to support special educational needs within the school and specifically to fund the first £6,000 of a pupil's SEND support.

Additional resources for individual statements and EHC plan - Element 3 are allocated by **top up funding** from the High Needs block budget. The level of top up funding for each pupil is allocated at four levels i.e. A, B, C or D depending on the type and level of need of each pupil. High Needs pupils with statements or EHC plans are therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3).

Workforce Development - An induction process is in place for all teachers and support staff, and this includes a meeting with the deputy head and the safe guarding lead to explain the systems and structures in place to support the needs of individual children and young people.

The training needs of all staff are identified, a programme of professional development is in place, and all staff are encouraged to access this. We hold a record of all the training offered and who has accessed this. As a school staff training is paramount, holding regular training is built into our long-term plan for staff CPD. Recent training for staff has included: Autism spectrum Condition (ASC), Dyslexia, Clicker, B squared, the use of visuals, colourful semantics, Movement Play and Active Literacy Kit (ALK – dyslexia).

The school's SENDCO regularly attends the LA's SENDCO network meetings to keep up to date with local and national issues in SEND

## 8. Storing and Managing Information

We store all information and documents in line with current guidance and legislation – the policies can be found on the link below, <https://chapel-allerton-primary-school.secure-primariesite.net/data-protection/>

## 9. Reviewing the Policy

We will review this Policy within our school policy review cycle – annually and we will review this policy more frequently initially in the light of the legislation changes.

Review next due – [October 2026](#)

## 10. Accessibility – Statutory Responsibilities

We have an Accessibility Plan that addresses the improvement of access to:

- The curriculum
- The physical environment
- The provision of information.

This plan is reviewed annually, barriers are identified, and plans put in place to remove them.

<https://primariesite-prod-sorted.s3.amazonaws.com/chapel-allerton-primary-school/UploadedDocument/e9e30dca-1255-4865-93aa-fd0c108994f4/chapel-allerton-accessibility-plan.pdf>

## 11. Dealing with Complaints

The school's Complaints Policy can be found on the school website [www.chapelallertonprimary.co.uk](http://www.chapelallertonprimary.co.uk)

## 12. Bullying

At Chapel Allerton Primary school, we have a whole school approach to mitigating the risk of bullying, and developing independence and building resilience in our pupils/students with SEND.

<https://primariesite-prod-sorted.s3.amazonaws.com/chapel-allerton-primary-school/UploadedDocument/7325b7bd-24c0-4681-ab5b-6aa40afc3111/caps-safeguarding-child-protection-policy-2022-2023.pdf>

<https://primariesite-prod-sorted.s3.amazonaws.com/chapel-allerton-primary-school/UploadedDocument/67305561-3e3e-40c6-bbf1-4308e85e8e24/behaviour-and-relationship-policy.pdf>

SEND	Special Educational Needs and Disabilities
SENDCo	Special Educational Needs and Disabilities Co-ordinator
EHCP	Education, Health and Care Plan
ISP	Individual Support Plan
FFI	Funding for Inclusion
LA	Local Authority
SEMH	Social, Emotional and Mental Health
HLTA	Higher Level Teaching Assistant