

“Every child is a unique child of God.”

WHINMOOR



ST. PAUL'S
C of E Primary School

SEND Information Report

Whinmoor St Paul's C of E Primary School

Date Reviewed: September 2026

Date of Next Review: September 2027

Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, please read our SEND policy. If you would like a printed copy of this report, please ask at the school office.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

What is a local offer?

A message from Miss Hamilton, SENDCO

From September 2014, the Government has asked all Local Authorities in the UK to publish, in one place, information about the services and provisions they expect to be available in their area for children and young people from 0 to 25 who have Special Educational Needs and/or a Disability (SEND). As part of this commitment, all schools are asked to detail their approach, resources and provision for children who may have an additional SEND need. This is known as the 'Local Offer.' Further information about the Local Authority's Local Offer can be found at the link - www.leedslocaloffer.org.uk

At Whinmoor St Paul's C of E Primary School, provision for children with additional needs is extremely important to us. Our statement of equality is simple; we strive to ensure all children achieve their best, irrespective of gender, race, need or background. Just like our school motto, 'We are all unique children of God.'

This guide aims to detail our 'Local Offer' to children and families who have an interest in, or need for SEN provision. All of this information can also be found in more detail on our school website under the SEND section. Of course, should you require any additional information, please feel free to contact myself or your child's class teacher – we would be more than happy to discuss with you any questions which you may have.

Firstly – what is SEND?

Special Educational Needs and/or a Disability can affect many children throughout their school career and beyond. Whilst disabilities generally affect children long term, not all SEN difficulties should be seen as 'Life Long'. SEND is seen by our school as the child requiring provision that is additional to, or different from the rest of the class. For example, they may have additional needs due to dyslexia, coordination problems, number understanding significant sight problems – the list is endless and every child is unique – however a carefully planned approach is needed, additional to high quality class teaching in order for these children to achieve as well as they can. **Our school has a variety of key policies which directly impact upon our provision for children with SEND, which are all available as part of our school website, which include:**

- SEND Policy
- Admission Arrangements
- Accessibility Plan

- Anti-Bullying Policy

There are two categories of SEND at Whinmoor St Paul's C of E Primary School, these are children in receipt of:

A Support Plan: the children are overseen by the school and the school and parents initiate, plan, review, amend, and cease support for children whose needs are seen at 'Support Plan' level.

A Statement / Education, Health and Care Plan (EHCP): historically, children who had higher needs were issued a 'statement', by the Local Authority. From September 2014, statements ceased to be issued, and EHCPs have been issued in their place. Children with needs at this level have their plans initiated and ceased by the Local Authority, but reviewed and monitored by the school and parents at least annually

What types of SEND does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

Across our school, we have a variety of children with varying types and levels of need. Below, is an overview of the types and levels of need across our school as of September 2026.

Cognition and Learning	9 children
Communication and Interaction	25 children
Social, Emotional and Mental Health	2 children
Deaf and Hearing Impaired	2 children

Who decides if my child has a SEND?

Often, children may join our school, with parents/carers having a clear picture of their child's needs – parents/carers know their children best – and as a school we see parents/carers as full partners in their child's education. Sometimes, however, it is school staff who may initially identify a concern. If this were to be the case, school staff would liaise with parents/carers at the earliest opportunity to discuss such concerns and agree a way forwards. For some concerns, we may discuss the involvement of the SENIT team, the Seacroft and Manston Cluster, Educational Psychology Service, the Occupational Therapy Service, STARs Team, Speech and Language Therapy, Child and Adolescent Mental Health Service or your local GP. It is important to understand, however, that the purpose of such involvement of professionals is not always to seek a 'label' or 'diagnosis' – but more often in order for advice to be offered to help the child learn as well as they possibly can. For example, certain programmes may be advised, teaching strategies, resources or services in order to address the needs as best as possible. As previously mentioned, if these needs are addressed, we are confident in the outcomes of such support, and the issue has been resolved, your child will no longer be placed on our SEND register.

Who will work with my child if they have a SEND?

The staff at Whinmoor St Paul's C of E Primary School are highly skilled and continued professional development is something that is very important to us. All staff may have training in some areas and then designated staff may have expertise in other areas. All members of staff have First Aid and Core Child Protection/Safeguarding training. In addition, our SEND support staff have a selection of training. Each year the needs of children within our school are carefully considered and training is organised to up-skill staff. Recently staff have taken part in Lego Therapy training, Understanding and Supporting Pupils on the Autism Spectrum (Level 1) and all staff received training on identifying SEN and writing outcomes for children being assessed using B Squared. Two members of staff are qualified to Level 3 Autism practitioner level and all staff have received training related to working memory and visual communication.

Our Special Education Needs and Disabilities Coordinator or SENDCo

Our SENDCo is Miss Hamilton. They are a qualified teacher and has experience in this role. They achieved the National Award in Special Educational Needs Co-Ordination in 2024 and are allocated time within the week to manage SEND provision. If you think that your child may have a special educational need, in the first instance, speak to your child's class

teacher and we will work forwards from this. You can arrange a meeting at any time with Miss Hamilton, by contacting the school office.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENDCO to meet the needs of pupils who have SEN.

Teaching Assistants

We have a team of TAs, including higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision. Our teaching assistants who are trained to deliver interventions such as Colourful Semantics, BSquared and Power of 2 amongst many others. Training is delivered to our teaching assistant colleagues throughout the year as part of our robust training programme.

External Agencies

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

What should I do if I think my child has SEND?

If you feel that your child has SEND, then the following pathway is followed to identify any concerns, meet to discuss these and decide the next steps. This is always done in collaboration with staff, families and the child themselves when appropriate.

Tell us about your concerns

If you think your child might have SEN, the first person you should tell is your child's teacher.

They will pass the message on to our SENDCO, Miss Hamilton, who will be in touch to discuss your concerns.

You can also contact the SENDCO directly by emailing the office at office@whinmoorstpauls.co.uk

We will invite you to a meeting to discuss them

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

We will decide whether your child needs SEND support

If we decide that your child needs SEN support, we will notify you and your child will be added to the school's SEND register.

How will school know if my child has SEND?

All our class teachers are aware of SEND and monitor pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO, and will contact you to discuss the possibility that your child has SEND.

The SENDCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

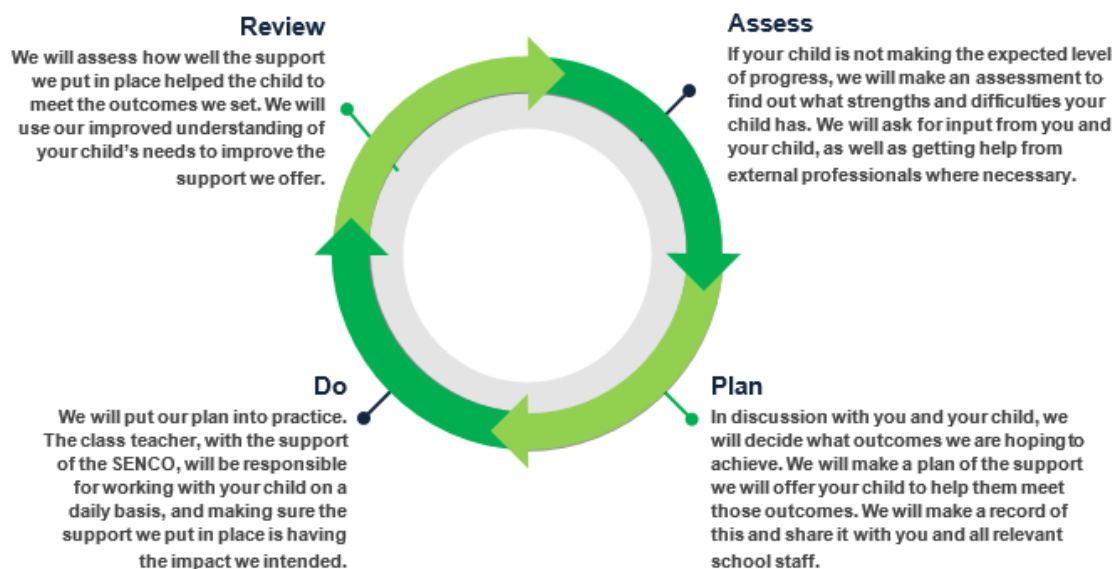
Based on all of this information, the SENDCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEND support, their name will be added to the school's SEND register, and the SENDCO will work with you to create a SEND support plan for them.

How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs. In order for your child's successes and needs to be accurately identified, we carefully assess your child using a range of assessments. When your child enters our school, their current attainment is assessed to give us a 'baseline' from where your child will progress. We always communicate your child's attainment through parents' evenings and end of year reports or your child's teacher may call an additional meeting if they have an area or need to discuss.

The graduated approach is a 4-part cycle of **assess, plan, do, review** which is summarised below.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

Additional assessments relevant to your child's needs

Your child's school achievements may be assessed against the levels expected for children who are working on the National Curriculum (i.e. the same as the majority of other children in their year group), or they may be assessed against other measures for children who are not

ready to work on National Curriculum Levels. These smaller steps of progress are measured and assessed using an assessment system called B Squared. Aspirational targets are set for all children assessed using this systems to ensure all children are expected to make good progress, including those not ready to access the National Curriculum.

If more detailed assessments of SEND area required, some of the methods are:

- **Speech Therapy Assessments** – which may focus on sound production, language understanding, or other relevant assessments to your child's needs
- **Education Psychology Assessments** – which may include memory, understanding, reasoning, logic, and general skills assessments
- **Cognition and Learning Assessments** – these may include observations and assessments
- **On going school assessment** - these assessments are comprehensive in all aspects of school life, with some additions for children with SEND. These may include reading, writing, maths, phonic and spelling assessments
- **Social and Emotional Assessments** – these may include observations, questionnaires and assessments

How will I be involved in decisions made about my child's education?

We very much value the contribution that parents/carers can make to their child's education. In order for families to be fully involved in the life of the school, when they generally do not drop off or pick up their child from school, both school and home must work hard at this important aspect of school life. You are always welcome to call in to see how your child is progressing or you can make an appointment via our school office. We also expect parents/carers to attend a child centred 'Annual Review' for all pupils with a 'Educational Health and Care Plan', to enable all of the staff who work with yourselves to discuss the placement each year.

There are also three Consultation Evenings each year where the parents of children with SEND can discuss their child's learning and review and set outcomes and agree targets for your child's Individual Provision Map. If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible. After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy. If you have concerns that arise between these meetings, please contact your child's class teacher.

How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a statement, video, drawing, etc.

- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

As with everything related to your child in our school - they have an opinion and voice that is listened to. At child-centred annual reviews (for children EHCPs) your child is invited to the review and is able to join in the discussion about how their learning is going. They all write their views prior to the meeting in our 'All About Me' worksheet. Children at the Support Plan phase are actively involved in reviewing their termly outcomes and have the opportunity to add their comments to the plan as it progresses. Most importantly, we pride ourselves in the effective relationships that we have with our children – which means that we have daily, open conversations with our children leading to a very clear picture of what our children enjoy, what works and what they need. Children who are on a support plan have the opportunity to give their views termly and these are recorded on the plan.

How will the school adapt its teaching for my child so that all children regardless of if they have a SEND can participate in the curriculum?

The provision offered to each child with SEND is unique. Our school challenges itself to deliver high quality provision, within an ethos of care, support and understanding for both children and families. We have a designated SENCo, Miss Hamilton, to oversee the provision for all children with additional needs across the school. At Whinmoor St Paul's C of E Primary School, our Headteacher and teaching staff are fully committed to inclusion and high quality experiences for all children in their class. High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school. We also have a high level of teaching support, to ensure children with additional needs are well supported in all lessons. Our curriculum is tailored to the needs of the child – through the use of staffing, differentiation, teaching style, and resources – including ICT.

Some examples of additional provision which could be suitable for a child with SEND include:

- Some individual teaching, following dedicated programme to address specific needs, e.g. Active Literacy, Early Reading Support, The Power of One programmes or those directed by Speech Therapists, Educational Psychologists or the Learning Support Service
- Small group focus work to address shared issues, e.g. fine and gross motor skills groups
- Specialist interventions, e.g. Occupational Therapy, or Speech and Language Therapy with a trained therapist
- Pastoral support – referrals to play therapist's and our own pastoral lead
- Teaching Assistant support within the class, in order for the work to be further differentiated to meet exact needs
- Additional resources to enable better access to the curriculum, e.g. seating / writing apparatus that have been suggested by professionals
- Thorough assessments undertaken by professionals i.e. Educational Psychologists/Speech and Language Therapists in order to pinpoint exact areas of difficulty that are then addressed
- Referrals to cluster for counselling support, play therapy, assessment and formulation route and family support
- Ancillary aids if appropriate

As the school is all on one level, it is accessible to wheel chairs – please see our Accessibility Policy for further information. Our Accessibility Plan covers increasing the extent to which disabled pupils can participate in the curriculum.

How do we evaluate the effectiveness of our provision?

Reviewing children's academic outcomes, as well as targets set on EHCP and SEND Support plans allows us to see how well our children achieve academically, emotionally and socially. We invite external evaluators from the Local Authority to review our provision and formally consult children and parents regularly with regard to their experiences of SEND provision. We continually evaluate in order to improve! The provision of our children with SEND and other Vulnerable Groups Children with additional needs, such as Looked After Children, is closely monitored. Our SENDCo reviews the provision and achievements for our children with SEND at half termly SEND reviews (with the class teacher) to ensure the best outcomes for children and families. Provision, additional resources and teaching and outcomes are reassessed regularly to ensure that these vulnerable children are both happy – and making good progress.

What about SEND and School Finances? How are the school's resources/ funding allocated and matched to the children's needs?

Each school in Leeds receives its school budget in April, and as part of this budget there is a 'notional' SEN amount. As such, schools are responsible for funding the first £6,000 of support for children with SEN. After this, school can apply for an EHCP which may be granted with additional funds as part of the plan. The use of these funds is discussed at the initiation of the plan, and during the review meetings to ensure best value is achieved. More information about SEND finances is available on Local Authority Local Offer Website and on the Whinmoor St Paul's website in the SEND section.

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

How will the school make sure my child is included in activities alongside pupils who don't have SEND?

Children with SEND are always given equal opportunities as their peers and are allowed to access all the activities and school trips that we go on. Where necessary, risk assessments will be put in place which will be completed alongside parents/ carers. School have an accessibility plan which covers the following three areas;

- Increasing the extent to which pupils with disabilities can participate in the curriculum
- Improving school's physical environment to increase the extent to which pupils with disabilities can take advantage of the education, benefits, facilities or services we provide and offer
- Improve the delivery to pupils with disabilities of information that is readily accessible to pupils without disabilities.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs. All pupils are encouraged to go on our school trips, including our residential trip to Herd Farm. All pupils are encouraged to take part in sports day/school plays/special workshops. No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

How does the school make sure the admissions process is fair for pupils with SEN or a disability?

School has an approach to admissions set out in its admission policy. This is available on the website. The purpose of this is to outline the arrangements for the admission of prospective pupils with a disability and prospective students with a SEND. It also details information relating to our oversubscription criteria.

How does the school support pupils with disabilities?

School have taken steps to prevent disabled pupils from being treated less favourably than other pupils. To prevent disabled pupils from being treated less favorably than other pupils we conduct thorough needs assessments, implement reasonable adjustments based on individual needs, provide adequate support staff, educate all staff on disability awareness, actively promote inclusion, involve parents in decision-making, and review policies regularly to ensure accessibility for all students; essentially ensuring disabled pupils can fully participate in all aspects of school life with appropriate accommodations.

School have also made the following adaptations to help disabled pupils access our school;

- Radio aids and services for those children who require it
- Our school is on one level so is accessible to anyone with physical needs including wheelchair access and a designated disabled parking bay
- Two toilets have been adapted to ensure accessibility for visitors with a disability
- A room has been allocated in order to enable a safe and discreet place for any intimate care being administered
- Our Accessibility Plan describes the actions the school has taken to increase access to the environment, the curriculum and to printed information. This is available via the school website.

How will the school support my child's mental health, and emotional and social development?

The school has a dedicated pastoral team consisting of Miss Hamilton, Mrs Burns and Miss Smith. Incidents of bullying are recorded on our tracking system called CPOMS and all relevant staff are made aware of incidents and action taken. When dealing with such incidents, the wellbeing of the child is paramount – each week staff have dedicated sessions focusing on the emotional wellbeing of the children in our school. We also work with our local Seacroft Manston cluster who offer various support focusing on wellbeing.

What support is in place for looked-after and previously looked-after children with SEN?

Our SENCO is also our Designated Teacher within school and it is their responsibility to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

What support will be available for my child as they transition between classes or settings?

Between years

To help pupils with SEN be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEND is discussed
- Schedule lessons with the incoming teacher over a prolonged transition towards the end of the Summer term

Between schools and phases

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting. Any relevant SEND information relating to your child's need will be shared as part of the transition plans. The SENDCO of the secondary school will come into our school or arrange a telephone call for a meeting with our SENDCO. They will discuss the needs of all the children who are receiving SEND support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge

What should I do if I have a complaint or compliment about my child's SEND support?

Should you be happy with the provision your child receives, there is nothing better than telling the teacher, support assistant or even Mrs Vaughan! You can also respond at the parent's consultation meetings and parents SEND review in the summer term. If you are unhappy, it is best to speak to Mrs Vaughan or Miss Hamilton as soon as possible – we will do our best to rectify the problem, in partnership with you and your child. There is also a copy of the school's complaint procedure on the school's website should you feel you require it.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

If you have any concerns the first points of contact are listed below. Please get in touch with us if you would like to discuss something about your child, require further information about other support services or to access wider information in the Local Offer.

Miss Hamilton – SENDCo

Mrs Vaughan – Headteacher

Suzanne Dalewicz-Kitto - SEND Governor, Whinmoor St Primary School,

Whinmoor, Leeds, LS14 1EG

Tel: 0113 265 7250

What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Leeds City Council's Local Offer.

<https://www.leedslocaloffer.org.uk/>

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

<https://sendiass.leeds.gov.uk/>

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND

- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN