SEND Information Report

SEPTEMBER 2026

REVIEW DATE SEPTEMBER 2027

SENCO: Miss K Holland

Assistant SENCO: Mrs A. Horsfall

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

At Churwell Primary we are committed to providing an inclusive environment with a sense of belonging for all members of the school community. We believe that everyone has a right to grow and develop in a supportive atmosphere which ensures that all can reach their full potential. We support the principle that all children have a right to be educated in their local school, and we strive to adapt our provision, where appropriate, to make this possible.

Our Aims

- To make sure every child can access a broad and balanced curriculum that supports their learning and development.
- To provide a curriculum that is tailored to meet each child's individual needs and abilities.
- To identify children who may need SEND support as early as possible in their school journey.
- To encourage children with SEND to take part in all aspects of school life.
- To keep parents and carers fully informed about their child's progress and achievements.
- To involve children with SEND, wherever possible, in decisions about the support they receive and their future learning.
- To ensure all children have a 'sense of belonging.'

Definition of Special Educational Needs & Disabilities (SEND)

The SEND Code of Practice (2014) defines SEND as, "A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions (CoP 2014 xiii and xiv)"

Special education provision means (CoP 2014 xv), For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

Identification of Special Educational Needs

A child has SEND where their learning difficulty or disability calls for special educational provision to be made for them, that is provision different from, or additional to, that normally available to children of the same age. The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils. Class teachers will assess each child's current skills and level of attainment on entry, building on information from previous settings. Class teachers then make regular assessments of progress given their age and individual circumstances. Where a child's progress is causing concern, this may be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

What are the areas of SEND?

Communication and Interaction

Some children may find it difficult to communicate with others. This could mean they struggle to express themselves, understand what others are saying, or follow social rules during conversations. These challenges can affect how they interact at school and with their peers.

Children with speech, language and communication needs (SLCN) may need extra support to help them develop these skills. This area of need often includes children who are neurodiverse.

Cognition and Learning

Some children may need extra help with learning if they find it harder to understand or keep up with their peers, even when lessons are adapted to support them. Learning difficulties can vary widely and may include:

- Moderate Learning Difficulties (MLD): Children may need support across several areas of the curriculum.
- Severe Learning Difficulties (SLD): Children often need help with most aspects of learning, including mobility and communication.
- Profound and Multiple Learning Difficulties (PMLD): Children may have complex needs, including physical or sensory challenges, and require significant support.

There are also Specific Learning Difficulties (SpLD), which affect areas of learning. These include conditions such as dyslexia (reading), dyscalculia (maths), dyspraxia (coordination), and dysgraphia (writing).

Social, Emotional and Mental Health (SEMH)

Some children may face challenges with their emotions, behaviour, or social interactions. These difficulties can show up in different ways, such as becoming withdrawn, feeling anxious, or displaying behaviours that are disruptive or challenging.

These behaviours may be linked to underlying mental health needs, including anxiety, depression, or self-harm. Other children may have specific conditions such as attention deficit hyperactivity disorder (ADHD) or Attachment Disorder, which can affect how they manage emotions and relate to others.

We aim to understand each child's needs and provide the right support to help them feel safe, valued, and ready to learn.

Sensory and/or Physical Needs

Some children may need extra support because of a physical or sensory difficulty that affects how they access learning. These needs can vary with age and may change over time. Children with **vision impairment (VI)**, **hearing impairment (HI)**, or **multi-sensory impairment (MSI)** may need specialist equipment or support to help them learn effectively. Children with a **physical disability (PD)** might also need ongoing assistance or resources to take part in school activities alongside their peers.

Our aim is not to label children, but to understand their individual needs and put the right support in place. Often, children may have needs that span more than one area, and we always consider the whole child when planning support.

Early identification

The purpose of identification is to work out what action the school needs to take, not to fit a child into a category. In practice, individual children often have needs that cut across all these areas and their needs may change over time. In our school, the needs of the whole child will always be considered in this process.

There are other factors that may impact on progress and attainment that are not considered SEND:

- Attendance and punctuality
- Health and Welfare
- English as an additional language
- Being in receipt of pupil premium
- Being a 'Child who is looked after'

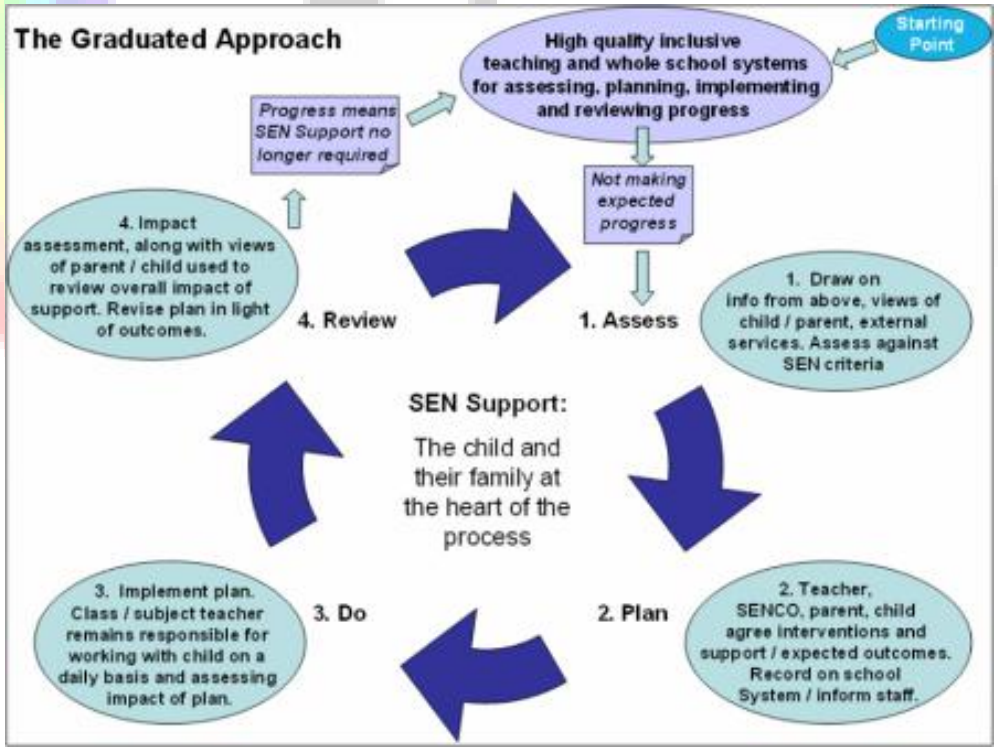
What do I do if I think my child or young person may have special educational needs?

- The first person to speak to is your child's class teacher who will be able to talk to you about your child's attainment and progress within the class.
- If there is a concern, your child's teacher will then arrange for you to meet with the Special Educational Needs Co-ordinator (SENCO), Miss Holland, who will be able to discuss your concerns in more detail.
- If your child is new to the school then please contact Miss Holland directly on the school phone number (0113 2527437) or email: senco@churwellprimary.org.uk

- Mrs Lucinda Coy is our SEND Governor who works with Miss Holland to ensure the needs of children are correct and being addressed. Mrs Coy then shares this information with the governing body.

How will school support my child or young person's learning?

- Miss Holland works with parents/carers, the class teacher, and other professionals who may be able to help, to develop an educational programme to meet your child's needs. Miss Holland meets regularly with the class teacher and/or teaching assistant to discuss the progress and impact of the programme in place.
- We follow the Graduated approach of Assess – Plan – Do -Review to remove barriers to learning and put effective special educational provision in place.



- The class teacher will ensure that parents understand the programme that is in place and are able to support the objectives at home. This is done through regular meetings/communication with parents
- Miss Holland organises a formal review meeting of a child's progress on a termly basis. Review meetings are held more frequently if necessary.
- The progress of all children is monitored by the Headteacher. The Headteacher checks that children with SEND are making good progress and that the support in place is appropriate.

How will the curriculum be matched to my child or young person's needs?

We have an inclusive curriculum in place that enables all children to make progress and fulfil their potential. Groups and resources in class are differentiated to support children to succeed. We have Learning Mentors and an Inclusion Support Team who deliver support programmes to individuals and groups to support the learning process.

What Interventions are carried out at Churwell Primary School?

The school has a range of interventions and staff have had training to deliver these effectively.

- Bespoke English and Maths Interventions
- Code X/Dandelion Readers Reading support
- Literacy Gold Intervention
- Active Maths
- Nurture Group Support or 1:1 Support
- Sessions with the Learning Mentor to develop emotional needs
- The NEST
- Little Sunbeams
- Forest Schools
- Nurture Forest Schools
- Sensory Circuits
- Rainbow Learners
- Zones of Regulation

Your child may need to access one or more of these interventions over a variable period. Their progress will be monitored, and class teachers will share this information with you.

Nurture Support

We offer small group nurture sessions for children who may find it difficult to access the curriculum or who have specific and complex needs. These sessions include activities like Forest Schools and Rainbow Learners, which provide hands-on, engaging experiences in a supportive environment.

Our nurture approach focuses on building confidence, social skills, and emotional well-being. We celebrate small steps of progress and personal achievements to help children feel valued and successful.

As an inclusive school, children receiving nurture support also take part in mainstream lessons. This helps them build relationships with peers and access a wider range of learning opportunities, while still receiving the support they need.

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

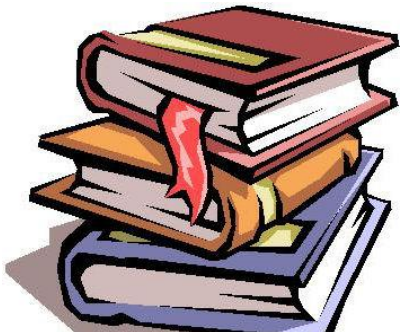
- We work closely with the Morley Cluster to provide support for children and families, including counselling, well-being therapeutic work and speech therapy support.
- We can access support from the local Children's Centre
- We have two learning mentors, Mrs Tindale and Mrs Hutchinson, in school who work with children and families to provide emotional and pastoral support.

- We have an Inclusion Team, Mrs Horsfall, Mr Bibb and Mrs Britton who provide support to all SEND children and who provides some specific interventions, for example, social stories, emotional check-ins, sensory circuits, Zones of Regulation or support to access mainstream learning.
- Miss Holland monitors behaviour closely in school and has regular meetings with support staff and teachers to discuss children's social, emotional and mental health.

What policies support my child with SEND?

The following policies are in place and copies are available on the school website.

- Behaviour
- Child Protection
- Anti-Bullying
- Medication in school
- Accessibility



What other agencies can school use to help my child?

For some children school support may not be enough and, with your agreement, school will make the decision to increase the level of support provided. This external support might be from:

- Educational Psychologist

- Speech and Language Therapist
- Occupational Therapist/Physiotherapist
- SPA (Single Point Access, formally the School Nursing Team)
- Inclusion Advisory Team (from January 2026-formally STARS. STARS is now the Communication & Interaction part of this team)
- Special Educational Needs and Inclusion Team (SENIT)
- Cluster
- Area Inclusion Partnership

This graduated support often means that your child makes expected levels of progress. We will then discuss with you whether to continue monitoring your child's progress or whether to decide they no longer need additional support at this time.

What training and development is done by staff supporting those with SEND?

Our school has a strong commitment to staff development and training. All our staff receive quality training throughout the year to ensure they meet the needs of SEND pupils. This might be delivered by the SENCO or by other agencies. Miss Holland is also studying for the SENCO National Professional Qualification. Training provides staff with the opportunities to develop their skills, knowledge and expertise in specific areas of SEND e.g. speech and language, dyslexia and other neurodiverse conditions.

We work within a partnership of eight local Primary schools (Morley Partnership) and often organise shared training events. The SENCOs within the partnership meet to discuss issues and plan shared events.

We identify training that is appropriate to the needs of our children. Staff have had recent training around:

- Positive Handling
- Downs Syndrome
- Autism
- Speech and Language development
- Behaviour Management

Class teachers, teaching assistants and lunchtime supervisors have received level 1 Autism Awareness training and Miss Holland has attended the level 2 and 3 Autism Education Trust training. Some staff have received

specific training on Colourful Semantics, Zones of Regulation and supporting children with dyslexia. All staff have received in-house training on Reading Fluency and supporting children who struggle to achieve this.

How will I know how well my child or young person is doing and how will you help me support my child's learning?

Our school policy is that teachers will meet with parents at any point during the school year to discuss their child's progress and needs, this is usually by appointment. We also hold two formal parent's evenings each year and provide a written report in the summer term. For children with SEN or a disability (SEND), an IPM (Individual Provision Map) Support Plan will be sent home on a termly basis so that parents can monitor their child's progress and have an overview of their child's individual targets. Opportunities are provided to allow parents to contribute to their child's SEND support plan and to make recommendations about their individual targets. There are also two formal parents' evenings each year, which also offer SENCO drop-in sessions with parents of children on the SEND register. This allows them to discuss the progress that their child is making towards their individual targets from their IPM Support plan.

The Head teacher provides the governors with an annual report on pupil progress which identifies the progress of children with SEND as a group. The SEND governor meets with the SENCO regularly throughout the year to discuss pupil progress/provision for SEN pupils and considers views of parents and carers.

How are parents and carers involved in school life?

We believe that strong partnerships with parents and carers are key to helping children thrive. That's why we actively encourage families to be involved in all aspects of school life. This might include:

- Attending meetings and training sessions
- Joining Friends of Churwell events and fundraising activities
- Volunteering in classrooms or on school trips

We aim to be as accessible as possible, and staff are happy to speak with parents. However, due to the busy nature of the school day, appointments may need to be arranged in advance to ensure we can give you the time and attention you deserve.

How accessible is the school?

Our building is for all age groups from Nursery to Year 6. There are steps inside the building to the Nursery, Reception and KS1 areas and a ramp to access these areas externally. The rest of the school is on one level, and we have toilet facilities with a shower to meet the needs of disabled pupils. We also have disabled parking provision on site.

Our Japa building is accessible via steps or by a path around the building; access to the external path is via a gate further along Westwood Side. This building also has toilet facilities.

We allocate money on an annual basis to purchase equipment that we need to meet the needs of disabled pupils, and we also use the local authority services to borrow specific aids that a child may need.

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

All children are given opportunities to participate in clubs, school trips and residential visits. We encourage parents to allow children with SEND to participate to the full and provide all the necessary support to enable this to happen safely. This often means providing an additional member of staff to support the child and this is funded through our SEND and inclusion budget, main school budget or asking parents/carers to accompany us on the trip.

The school offers wraparound care in the form of a before and after school club. This runs before school at 7.30am and after school until 6pm. For children on the SEND register, a discussion may be needed prior to the child attending wraparound care to ensure that the provision is appropriate and that we are able to support a child's needs.

How will we support your child when moving schools or moving class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

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

- We will contact the school SENCO and ensure they know about any special arrangements or support that needs to be made for your child prior to their arrival.
- Secondary school staff will be invited to attend any meetings from Spring term onwards to be a part of reviewing and setting outcomes for your child.
- Where there is an Education, Health and Care plan in place, the annual review will take place in the Autumn term.
- We will make sure that all records about your child are passed on quickly to the receiving school.
- Wherever possible we arrange additional transition visits for children with SEND.
- Wherever possible we will arrange further parent's information visits.

When moving classes in school:

- Transition meetings are held between current and receiving classes to share all information related to individual children and set new targets for the coming term.
- Children will have opportunities to spend 'Transition' days with their new class teacher in their new class during the last half term in Summer.
- Children are provided with a 'transition booklet' with details about the next year group and photographs to support the child and their family over the summer holiday period.
- Children can have extra time in their new class if required and any new staff spend time with the child, working alongside them in their current class.
- Miss Holland is involved in home visits for Reception pupils prior to admission, helping to identify needs at the earliest opportunity.

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

The school spends the money it receives wisely to ensure everyone can succeed. Any additional funds that the school receives to meet the needs of individual children are used directly to support them with additional staffing or resources.

Where no additional funding is allocated, we use the resources available through the school budget to provide support and resources.

Where the needs of the child are such that it becomes too costly to meet them through the normal school budget we work with parents and the local authority to identify and access additional funding streams.

All funding decisions are monitored by the CFO and the local review board.

The school is funded on a notional formula per pupil. Schools are expected to find the first £6,000 from within the school's budget to support children and young people with SEND who are on the School's SEND register. The school can apply for a SENDIF and SENDIF+ funding to support meeting the needs of some of our Nursery children. This is based on a set criterion, if it is felt that a child's needs are above that which can be provided through the notional budget. The school uses the funds to

put appropriate support in place to meet the specific needs of a child. For any child above Nursery age school is required to apply for funding through the EHC process.

Who can I contact for further information?

Our school phone number is 0113 2527437 and all staff can be accessed through the main office.
Our main staff contacts and email addresses are.

Headteacher	Mrs R Barson	office@churwellprimary.org.uk
Chair of Governors	Mrs S O'Hagan	sohagan@resiliencemat.uk
SENCO	Miss K Holland	senco@churwellprimary.org.uk

To discuss your child's needs and access further support from local services or within school please contact:

SENCO	Miss K Holland	senco@churwellprimary.org.uk
Assistant SENCO	Mrs A. Horsfall	office@churwellprimary.org

Support for children for wellbeing, attendance etc.

Learning Mentor:	Mrs J Tindale (EY/KS1)	office@churwellprimary.org.uk

Learning Mentor	Mrs J Hutchinson (KS2)	
Information about school places, admissions and attendance:		
Administration	Mrs J Burnill/Mrs J Nelson	office@churwellprimary.org.uk
SEND Governor	Mrs S. O'Hagan	sohagan@resiliencemat.uk

Support for parents to ensure that the school is fully meeting their responsibilities.

Leeds Local Offer **https://leedslocaloffer.org.uk/#!/directory**

For information regarding the school's complaints policy please visit the school website.