

Special Educational Needs and Disabilities Information Report (Updated January 2026)

Vision for SEND

Deighton Gates Primary School is an inclusive school where every child matters; we aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. We are committed to raising standards for all children's individual needs. Teachers aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. We offer equality of opportunity to all groups of pupils within school and strive to redress any mechanisms which might exclude children from equal access to, participation in and outcomes of schooling based on language or culture, gender, physical, intellectual or emotional state or socio-economic status.



Learning Knows No Bounds

Contents

What do I do if I think my child has special educational needs?	3
SEND Team	3
How do you identify Special Educational Needs and Disabilities?	5
Categories of special educational needs.	7
How will the curriculum be matched to my child's needs?	8
External Support.....	9
How will you support my child moving between phases of education?	10
How will my child be included in activities outside the classroom?	10
How are the school's resources allocated?	11
How do you include parents and carers?	11
Useful Links & Contacts.....	12

What do I do if I think my child has special educational needs?

If your child is already in school, in the first instance you need to speak to the class teacher who will liaise with the school's Special Educational Needs Co-ordinator (SENDCo) Mrs B Smith. Further meetings may then be arranged to discuss your concerns.

If your child is new to the school then please contact the School Office to make an appointment to speak with the Headteacher, Mrs A Myers or Mrs B Smith (SENDCo) on 01937 584359.

When concerns have been raised, we will make an assessment of your child's special needs and either offer support in school with our own staff, refer for further support in school or signpost you to other agencies that may be able to support you.

SEND Team

All of our teachers and support staff are trained to support the needs of all pupils and are trained to meet every child's need, including those with SEND.

Our Inclusion Leader/SENDCo, Mrs B Smith, holds a Postgraduate Certificate in Special Education Needs Coordination and oversees the support, interventions, and progress for all children with identified SEND.

Mrs M Watts is our SEND Administrator. Mrs Smith and Mrs Watts liaise with all staff, parents, pupils and specialist services that we may need to involve with pupils to ensure that your child's needs continue to be met.

Mrs Watts also fulfils the role of Speech and Language specialist within school. She works with children across KS1 and KS2, supporting children who have been identified by their class teachers as benefitting from additional specialist support, or with those children who have been referred to the NHS for Speech and Language Therapy.

Our Learning Mentor works with children with a variety of SEMH (social, emotional and mental health) needs. Their work involves supporting in class and working with small groups of children to develop positive self-esteem; foster positive emotional development; social skills and friendships.

SEND training forms part of the continuing professional development of all teachers and TAs and is organised in accordance with the needs of the students. All our staff are trained each year on the needs of students moving through the school or joining– this can include training from specialist agencies or consultants, as well as from our SENDCo or other staff with relevant expertise. For example, we have held whole school training in Autism Awareness, ADHD Awareness and Dyslexia Awareness. In addition, individual staff members have had training in Meeting the needs of children with SpLD (dyslexia) and literacy difficulties, Autism Level 3 training and Speech and Language training.

The school works closely with outside agencies to ensure that we are supporting our children in the best way possible and consequently have developed good relationships with those professionals who work in school.

How do you identify Special Educational Needs and Disabilities?

The SENDCo meets with other members of the Senior Leadership Team and staff on a regular basis to review and plan the training, guidance and advice that staff across the school need to ensure they meet the additional learning requirements of our students.

Our school's Accessibility Plan (available on request in school) outlines adaptations made to the building to meet particular needs and enhance learning.

All children are assessed regularly in school and in a variety of different ways. Additional and different assessment tools may be required when children are making less than expected progress, which can 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.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. At Deighton Gates we believe in providing "Quality First" teaching. Through using a range of teaching styles and adaptive teaching strategies, we allow all children access to a curriculum matched to their own individual needs. The needs of many children are met successfully through this but where progress is still not evident the school offers a graduated response of 'Assess, Plan, Do, Review'.



Assess	Teachers will regularly assess the children in their class and identify children not making expected progress. Observations, discussions with key staff and parents/carers may also be held to identify and analyse areas for development. Teachers also use the B Squared assessment tool designed to track the small steps of progress for children working outside of their current year group. Assessment from external agencies may further be required with parental consent. Progress in areas other than attainment is also considered e.g. where a child needs to make additional progress with social needs in order to be fully integrated into school life or make a successful transition to high school. Behaviour would also be considered in this instance.
Plan	If children are making significantly slower progress than their peers then the class teacher, SENDCo, parents and child (where appropriate) will plan for progress and agree targets we would like the child to meet. These targets may be outlined on an IEP. These plans outline each target in detail and the activities that your child needs to complete in order to achieve it. We may also identify any interventions and support required and the expected impact of this. At this point your child may also be added onto the SEND register.
Do	Support will be implemented by class teachers, support staff and any other staff members working together with the SENDCo. Class teachers may make adaptations to their Quality First Teaching and children may start accessing interventions to further support their targets. Some children may also benefit from access to specialist resources and equipment.
Review	Teachers will assess progress and the impact of the intervention and review targets with the child, parent and SENDCo at least half termly. If there is limited progress additional personalised support may be considered. We may also complete further assessments to gain a better understanding of the key areas of need. With parental agreement, we may also make a referral to SENIT (Special Educational Needs Inclusion Team) or other external agencies. If children have made progress and are working in-line with expectations, then they will no longer need to have an IEP or access the intervention.

Categories of special educational needs.

Sensory, Physical & Medical

This includes children with:

- Visual impairments
- Multi-sensory impairments
- Hearing impairments
- Physical needs

Cognition & Learning

Children and young people with cognition and learning difficulties will learn at a slower pace than other children. They may have greater difficulty than their peers in acquiring literacy and numeracy skills, or in understanding concepts, even with appropriate differentiation. They may also have other difficulties such as speech and language delay, low self-esteem, low levels of concentration and under-developed social skills. This category includes children with:

- Specific learning difficulties (SpLD) e.g. Dyslexia, Dyscalculia
- Dyspraxia, or Developmental Co-ordination (DCD)
- Moderate learning difficulties (MLD)

Communication & Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them, or they do not understand or use social rules of communication. This category includes children with:

- Speech and language difficulties
- Autism Spectrum Disorder (ASD)
- Asperger's Syndrome

Social, Emotional and Mental Health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways and may cause them to struggle with school routines, relationships and expectations. This category includes children with:

- Attention deficit hyperactive disorder (ADHD)
- Depression
- Eating disorders
- Attachment disorder

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

At Deighton Gates, the curriculum is scaffolded and adapted to meet the needs of all our children. Adaptation may occur by grouping (e.g. small group, 1:1, ability, peer partners); content of the lesson; lesson format (e.g. thematic games, simulations, role-play, discovery learning); pace of the lesson; provision of alternative recording methods (e.g. scribing, use of ICT, mind mapping, photographs etc); outcomes expected from individual children; materials used; support level provided; provision of alternative location for completion of work. As mentioned previously, teachers also use the B Squared assessment tool which breaks down current National Curriculum objectives into smaller, more manageable and measurable steps.

School always acts upon advice received from external agencies (e.g. enlarging of print for VI children; most advantageous positioning of HI children within the classroom and use of aids as recommended; use of laptops/iPads for children with recording needs; use of coloured overlays; use of brain breaks; use of quiet areas: use of visual prompts: now and next boards, sensory cushions, weighted blankets for children with sensory issues).

We endeavour to ensure that all class rooms are dyslexia friendly including use of labelled resources, word walls, prompt mats, coloured interactive boards, individual resources – number lines, 100 squares, phonic prompts, alternative means of recording, modelled and shared writing opportunities.

We endeavour to ensure that all class rooms are Autism Spectrum Condition (ASC) friendly including use of visual timetables in every class, personalised timetables and prompt/sequence cards as necessary, quiet work stations, access to quiet areas and pictorially labelled resources.

We endeavour to ensure that all class rooms are speech and language friendly including use of visual feedback, breaking tasks down in more manageable chunks, providing enough time for children to process questions and instructions and pre-teaching of key vocabulary. We work closely with the speech and language therapists involved with our children and act on all advice given.

External Support

At times it may be necessary to consult with outside agencies to receive further expertise and support. These include:

- Speech and Language Therapist
- School Nursing Team
- Occupational Health Service
- Physiotherapist Health Service
- Educational Psychology - Complex Needs Team
- SENIT – Special Educational Needs Inclusion Team
- Visually Impaired Team (VI Team)
- Deaf and Hearing Impaired Team (DAHIT)
- STARS Autism Support Team
- Area Inclusion Partnership and our Local Inclusion Leader
- Family Outreach Workers
- Child protection Advisors
- Medical Professionals
- CAMHS



The Local Authority offers a range of specialist support and outreach services and details are available in Leeds Local Offer.

<https://leedslocaloffer.org.uk/#!/directory>

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

We strive to ensure there are no barriers to pupils with SEND enjoying the same activities as other children at Deighton Gates Primary School. All pupils with SEND will be encouraged to access extra-curricular activities and school visits. Where necessary risk assessments will be completed and where required additional 1:1 support or small group support will be given.

How will you support my child moving between phases of education?

Transitions from one class to another within school will be carefully planned and tailored to the needs of individual children e.g. visual books made and visits to the meet the new staff members or to see the new classroom. All teachers will have a detailed meeting at the end of the academic year to pass on all relevant information regarding all children and there will be a focus on children with SEND.

We have established links with our local secondary schools and have developed good transition links for our pupils with SEND, including those with an Education Health and Care Plan (EHCP). Transition arrangements vary for each child and each secondary school. Once a secondary school is named a transition meeting can be arranged between our school, the secondary school and the family. Additional transition arrangements will be discussed and will fully involve the child and family. School will support parents with choosing a new educational setting if they require this support.

Staff will work closely with the parents and the children during all transitions to ensure that everyone's needs are met

How are the school's resources allocated?

Resources and funding are always allocated based upon on the needs of the child. This may take the form of specific equipment, small intervention groups or specialised additional support.

Where a child has high needs, funding may be available with an Educational Health Care Plan (EHCP).

How do you include parents and carers?

You know your child better than anyone else and the relationship between you and the school is vital in ensuring your child reaches their full potential. We have a range of systems in place to ensure communication between school and home depending on the needs of your child.

Parents' Evenings will give you the opportunity to meet with your child's class teacher to discuss strengths, weaknesses, progress, etc. Further opportunities to meet with the class teacher can be made throughout the year if you or the class teacher has any further concerns. A child identified on the SEND register as having SEN support will also have these same opportunities. Additional SEN support meetings may be required throughout the year especially when there is the involvement of outside professionals.

Children with SEN support will often have an Individual Education Plan (IEP) outlining their individual academic termly targets. Class teachers will contact parents at the end of each term to discuss progress in relation to these targets and to discuss targets for the term ahead.

If your child has an Education and Health Care Plan (EHCP) then they will have reviews on a minimum of a yearly basis to discuss in detail the individual needs of your child and ensuring the right provision is in place.

For some children with SEND a home-school communication book can be a good link for both parties to learn more about your child on a daily basis ranging from any concerns, updates on positive learning and behaviour, etc.

Useful Links & Contacts

0-19 Nursing Team

- Please ring the 0-19 Public Health Integrated Nursing Service Single Point of Access (SPA) - Monday to Friday between the hours of 8:30am - 5:00pm.
- Tel: **0113 843 5683**

Information and advice, for parents/carers, children, and young people with Special Educational Needs

- Leeds Special Educational Needs And Disability Information Advice Support Service:
- <http://familyinformation.leeds.gov.uk/sendiaass/Pages/default.aspx>
- 0113 378 5020

Speech and Language

- new contact telephone number for Children's Speech and Language Therapy admin at St Mary's hospital - 0113 855 5307:

<http://www.leedscommunityhealthcare.nhs.uk/our-services-a-z/childrens-speech-and-language-therapy-service/childrens-speech-and-language-therapy-cslt-service/>

- Toolkit: <http://www.leedscommunityhealthcare.nhs.uk/our-services-a-z/childrens-speech-and-language-therapy-service/cslt-toolkit/>

EP service

<http://www.leeds.gov.uk/residents/Pages/Educational-psychology.aspx>

01133951176

Post: Educational Psychology, Complex Needs Service, Adams Court, Kildare Terrace, Leeds LS12 1DB

Leeds Complex needs Service

<http://www.leeds.gov.uk/residents/Pages/Welcome-to-Leeds-City-Council-complex-needs-service.aspx>

email: children.leeds@leeds.gov.uk

SENIT – one minute guide

The Special Educational Needs and Inclusion Team (SENIT) is a multidisciplinary team of specialist teachers and inclusion workers in Leeds.

<http://www.leeds.gov.uk/docs/124-SENIT.pdf>

SENSAP – one minute guide

The SENSAP team is the local authority's Special Educational Needs Statutory Assessment and Provision team.

<http://www.leeds.gov.uk/docs/SENSAP%20Team.pdf>

STARS

STARS are a team of autism specialists who offer advice and training to mainstream settings.

<http://www.starsteam.org.uk/>

0113 3789792

Dyslexia

<http://www.leeds.gov.uk/residents/Pages/Special-educational-needs-support-in-schools.aspx>

<http://www.dyslexiaaction.org.uk/>

<http://www.bdadyslexia.org.uk/>