Hugh Gaitskell PRIMARY SCHOOL

One World, One School











SEND Information Report (Local Offer)

Approved by governing body:
July 2025

To be reviewed:
July 2026

Hugh Gaitskell Primary School

SEN Information Report – 2025 - 2026
(To be reviewed July 2026)

This SEN Information Report should be read in conjunction with the school's SEN Policy and Accessibility Plan (explaining how the school meets its duties under the Equality Act 2010 (and updates issued in 2012). As required by law, it will be reviewed annually and published on the school website.

Who to contact in school if parents or young people have a concern

If you have a concern about your child at school, then please contact your child's class teacher in the first instance – you can do this by contacting our school office team on 0113 2716963.

Additional staff that you might come into contact with are as follows:

- Amanda Armstrong Lead Practitioner for SEND & CLA / SENDCo
- Cathryn Daniels (SENDCo / AMBDA)
- Vicky Brake (SENDCo Assistant)

The kinds of special educational needs that are provided for in school

We have identified a wide range of additional or special educational needs for pupils attending HGPS and these are all identified within the four areas of need as outlined in the SEND Code of Practice 2015:

- Communication & Interaction
- Cognition & Learning
- Social Emotional Mental Health
- Sensory and/or Physical needs

Policies for identifying children and young people with SEN and assessing their needs

At HGPS we are constantly and continuously reviewing progress and the impact of teaching and learning in the following ways:

- Pupil progress is monitored through quality first teaching strategies and observations inform planning for next step actions. Progress is assessed regularly and recorded both qualitative observations and quantitative measures using the school assessment system (Insight) or B-Squared assessment tools for pupils working below age-related expectations. We also use the SENIT Developmental Journal for SEND Early Years assessments. GL Testing is also an assessment tool that supports whole school screening and monitoring in KS2. Psychometric assessments are also used as part of our SpLD testing process, which is led by the Specialist Teacher for SpLD, Miss Daniels.

- The school works closely with therapists and external agencies to identify the holistic needs of every child. These professional assessments support the wider school assessments.

Policies in school that support this are the:

- SEND Policy
- Accessibility Policy and Plan
- Single Equality Policy
- Anti-Bullying Policy
- Teaching and Learning Policy

Arrangements for consulting parents of children with SEN and involving them in their child's education. Arrangements for assessing and reviewing children and young people's progress towards outcomes, including opportunities available to work with parents and young people as part of this assessment and review

The school SENDCo's coordinate the identification, assessment and monitoring of pupils with SEND using the Graduated Approach of 'Assess, Plan, Do, Review'. Class teachers are responsible for leading on the assessments of their pupils through this Graduated Approach as part of their quality first teaching and learning approaches. In addition, we work in partnership with external support teams or professionals to ensure we use specialist assessments to support provision and best practice for our children. It is especially important to ensure that everyone involved in the development of children is part of the assessment process and to that end we provide parents and carers with opportunities to keep in regular contact with teaching teams. This ensures that we maintain continuity between home and school. This promotes the regular reviewing of pupil progress in the widest sense to develop the whole child and provide an early intervention to identified needs.

Arrangements for consulting young people with SEN and involving them in their education

Pupils, where they are able to contribute, are consulted at every opportunity with regards to their education. Where pupils have 'Pupil Passports', these are informed through pupil-voice. Pupil-voice is sought daily through the wholeschool practice of Zones of Regulation. This includes at the very start of the day for the children attending Breakfast Club and is available in classes for all children across school throughout the school day. For children with plans (EHCP / PEP) children are part of their review process to ensure planning is informed by what works well to support continued challenge and impact. Children are also included in the creation of plans and views are sought through a range of methods to ensure we meet individual communication and expressive needs. For example, Talking Mats for a child with autism, or dictation for a child with SpLD or this may extend to observations and views shared by teaching teams and parents for a child who is pre-verbal.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood.

Transition both into school and out to continued education involves support. Home visits are carried out for pupils entering our Nursery provision in line with any current Risk Assessments and this is followed up by visits into class to reduce anxieties and start relationship-building. Where it is known that a child has Special Educational Needs and is in another setting, visits are carried out by Key staff to gather information that will support continuity in transition to HGPS for that child.

Where children have SEND in school, preparation is in place for pupils to be cued into transition actions, classes then participate in 'transition days' where they meet new teaching teams together in their new classroom. Transition to Secondary Schools can involve staff visits to HGPS to meet the pupils and discuss face to face all important points for a smooth transition. This could lead to extra visits for pupils who require this. In all cases of transitions, social stories and discussion supports children in having a positive attitude to change and aims to reduce anxieties. There is a consistent approach to Preparation for Adulthood through the school's vision.

Approach to teaching children and young people with SEN

Where teaching teams identify that pupils require additional or different support / resources / provision to facilitate their engagement in learning, an Individual Provision Map will record strategies and actions that are to be carried out. There is a graduated approach to identifying and meeting needs at this level, and it supports evidence of actions taken or gaps in provision to support the Assess, Plan, Do, Review model approach to teaching children with SEND. For pupils with Special Educational Needs, personalised and creative approaches to engaging them in learning are encouraged and expected of teaching staff, if required by the pupil. Structure and informed planning enables all children to access the National Curriculum effectively as a result of the curriculum being personalised and adapted as required. Teachers take into account pupil voice and the child's interest when planning and teaching to the needs of the pupils.
The curriculum involves indoor and outdoor learning, including external visits to support understanding. We also have a range of interventions to meet the wider curriculum needs of our pupils, through our Nurture Suite provision.
Regular staff training is informed by identified needs. Specifically, we have a high number of pupils with Communication & Interaction difficulties and every teacher has been supported through CPD to identify, understand and facilitate the learning of pupils with C&I.
Additionally, through the development of one of the SENDCos to become a Specialist Teacher for pupils with SpLD, this has enabled whole staff CPD to understand and meet the needs of pupils with SpLD.

How adaptations are made to the curriculum and the learning environment of children and young people with SEN; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEN:

Hugh Gaitskell Primary School complies with the responsibilities laid out in The Children and Families Act 2014 and under the Equality Act 2010 towards disabled children and young people. The school makes reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory – they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Hugh Gaitskell Primary School fulfils its duty to prevent discrimination, to promote equality of opportunity and to foster good relations.
We have low arousal backing boards around school and workstations in some classrooms as needed. These are areas for regulation and independent working. We also have a cursive writing policy, wordmats, access to IT if needed, which are all dyslexia friendly approaches.

Additional support for learning that is available for pupils SEN

The school commissions a Speech and Language Therapist (S&LT), who works across the whole school to identify pupil needs with regards to communication, share and support the implementation of advice from NHS S&LT teams. The S&LT is also responsible for ensuring that children accessing learning have clear communication methods and that strategies are supporting comprehension and expression for all children at a quality first level.

We commission Outreach support from an autism specialist school for advice to support teaching and learning.

Our Outdoor Learning activity areas promote active learning through exploration and focus on removing barriers to learning and increasing opportunities for child-centred learning.

We provide additional support around wellbeing through personalised learning delivered in our Nourish and Nurture provision. This provision is designed to deliver wellbeing activities to meet the needs of pupils who are identified as vulnerable, anxious or who have difficulty with self-regulation of emotions. Our Nourish and Nurture provision supports interventions to promote social communication and interaction skills.

We also have interventions for Zones of Regulation that focus on the direct need of individual pupils.

We also have a Specialist Teacher for SPLD: Dyslexia, who is able to diagnose and then deliver specialist teaching of identified pupils. This provision is timetabled for each pupil and is then carried out weekly.

The expertise and training of staff to support children and young people with S.E.N., including how specialist expertise will be secured:

The school has experienced SENCOs working at the school, who have worked across both mainstream and Special School settings. Staff at HGPS work in partnership a range of professionals from education, health and care if appropriate, sharing and developing expertise at every opportunity:

- Children have access to assessment and support from a Speech and Language Therapist
- When required, the Visual Impairment Team and Hearing Impairment Team will work with those children who require this specialist service or the professionals may set targets and share with the class teacher
- A member of the Senior Leadership Team (SLT), including the SENDCo may contact other services for additional expertise and advice (with parent's permission) including the Educational Psychologist, SENIT. We also commission advice and support from Lighthouse School Outreach team
- One SENDCo has recently completed training to become a Specialist Teacher and assessor of children with SPLD: Dyslexia resulting AMBDA.

In addition to this:

- Some staff are trained in Makaton signing and simple picture exchange strategies to support communication
- Senior staff members are trained in level 3 Safeguarding, the remaining staff body working in direct contact with the children access Level 1 training each year, to ensure all information regarding Safeguarding is current and accurate.
- All staff have completed AET Level 1 Understanding Autism training. and Early Years teachers, with some Key Stage 1 teachers as well as all support staff have completed AET level 2. We also have some members of staff who have received AET Level 3 training.

Training is regularly updated. All staff have their own personal training targets identified on an annual basis through Performance Management.

How equipment and facilities to support children and young people with SEN will be secured

Where pupils and students across school require specialist seating or equipment this is identified by the specialist teacher or advisory teams as required. For pupils with hearing difficulties, DAHIT supports school staff in monitoring that equipment is working effectively. We also provide quality first resources to support pupils in accessing learning (for example coloured reading rulers to reduce glare). Where children have medical or physical disabilities, we work in partnership with the relevant NHS professional to ensure staff are trained and provision is in place to deliver actions as advised. We also have a number of SEND IPads which are frequently used for by staff delivering interventions and for dictation alongside personalised chromebooks with the use of 'helperbird'.

Evaluating the effectiveness of the provision made for children and young people with S.E.N:

At HGPS School we have a system of reviewing our provision. We utilise the Ofsted framework for whole school and EYFS evaluation. The requirements of the Ofsted-Education-Inspection Framework updated 14 July 2023 include:

- Quality of education
- Behaviour and attitudes
- Personal development
- Leadership and management

As such, separate judgements are made to quality assure our Early Years provision. Governors are involved in this process and receive regular reports through the Headteacher's Report at each Full Governors' Meeting.

The support and provision in place for pupils are also assessed through the annual review process and internal data tracking analysis. Pupil Progress meetings are held with class teachers by members of the school's senior leadership team where progress and the effectiveness of provision is also discussed and assessed.

How pupils with SEN are enabled to engage in activities available with pupils in the school who do not have SEN:

Whilst provision is personalised as required and where necessary, there is a priority at HGPS on developing the whole child, including through developing good social skills. The focus for inclusion, therefore, is to remove barriers and ensure that we adapt to provide realistic opportunities for all pupils with SEND to access meaningful learning through learning from each other and in sharing successes to promote desired achievements. A flexible approach to grouping children ensures that children have opportunities to learn from each other as well as learn together.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with S.E.N. and measures to prevent bullying:

The emotional and social development of our pupils is an important focus at HGPS. Our Inclusion Team consists of a Lead Practitioner for SEND / SENDCo, a Specialist Teacher for pupils with SPLD: Dyslexia / SENDCo, a HLTA, a SEN Support Assistant and a SENDCo Assistant. The team is also supported by specialist support assistants where required. The team provides support and guidance to staff and pupils, helping them access strategies that

will meet their primary needs. Working closely with other professionals, both within and outside school, our Pastoral Team removes barriers to learning, thereby helping children to feel safe, be happy and to stay motivated, enabling them to enjoy learning and achieve their full potential. We operate a strong behaviour policy, centred around making the correct choice. This is available on the school website. Additionally,

- Advocacy and a rigorous pursuit of pupil choice allow us to create an inclusive and supportive environment in which our pupils work together.
- Pupils can face barriers to learning and we see it as our duty to create every possible opportunity to celebrate their many achievements and develop pupils' self-esteem.
- The school has a dedicated Pastoral team that offers Early Help for families and supports the delivery of emotional support to pupils with regards to their emotional development.
- Pupils have access to sensory areas and break out spaces to support their regulation of emotions.
- Personal Social and Health Education is delivered through the school curriculum.
- The School Council meetings involve SLT to engage pupils in sharing opinions.
- The Designated Safeguarding Lead and SLT team monitors the school CPOMs portal for any actions required as a result of peer or peer bullying and directs actions as required.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' S.E.N. and supporting their families:

We have close links with the following agencies:

- Chatterbug Speech and Language Therapy Service
- NHS Integrated Children with additional needs service (ICAN) such as Speech and Language and Occupational Therapists and Physiotherapy team – who offer training as required.
- Educational Psychology Team (EPT)
- Child and Adolescent Mental Health Service (CAMHS)
- Paediatricians
- School Nurse
- Deaf and Hearing Impaired Teaching Team (DAHIT)
- Specialist Training in Autism and Raising Standards Teachers (STARS Team)
- Special Educational Needs and Inclusion Team (SENIT)
- Lighthouse School Outreach – supporting pupils and school with advice around autism.
- LEA Visual Impairment team when appropriate.

Arrangements for handling complaints from parents/carers of pupils with S.E.N. about the provision made at the school:

We value good home/school relations and will do everything we can to establish and maintain them. This includes seeking to resolve any concerns or complaints promptly, and to the satisfactions of all concerned. The school has a complaints policy which is available on the school website. We encourage parents to always contact their child's teacher in the first instance. The SENDCo is available for meetings if required to support information sharing.

Details of the school's contribution to the Local Offer, including information on where the Local Authority's Local Offer is published and where Contact details of support services for parents of pupils with SEN can be found:

HGPS regularly support parents in accessing external agency support or include them in teams working in school to support their child. All information regarding the local offer is found on the school website and information that is relevant is also shared with parents as required.

The Leeds Authority Local Offer can be found following this link:

https://www.leedsforlearning.co.uk/Services/6027

Details of the school's admission arrangements:

Application to school for pupils with an Education Health and Care Plan is through the Local Authority consultation process. Visits to the school are welcome and the school will continue to be up to date with National guidance to ensure the safety of visitors, school staff and all pupils.

Published July 2025

To be reviewed July 2025