

Fieldhead Carr Primary School

SEND Information Report

Date Reviewed: September 2025

Date of Next Review: September 2026

Fieldhead Carr Primary School is a highly inclusive primary school, which strives to meet the individual needs of all its learners. We work in partnership with children, parents and other agencies to provide the best possible outcomes for all our children, including those with a range of additional and complex needs. The school's SEN policy and procedures ensure that high expectations, early intervention and appropriate support for all our children are in place to ensure our children reach their full potential.

'The school quickly identifies pupils who have special educational needs and/or disabilities (SEND). Staff adapt their teaching to ensure that pupils with SEND achieve well across the curriculum. For a small number of pupils with SEND a very personalised curriculum is in place. This helps to meet their very specific, individual needs. Knowledgeable staff ensure that these pupils continue to learn and develop a wide range of skills. Staff work closely with specialists to ensure pupils and families receive what they need.'

'Pupils are highly accepting of differences and understand why they should treat each other well. They are welcoming to others who join their school. They recognise that any form of discrimination would not be acceptable. One child said, 'There is no judging of others here.'
OFSTED Feb 2024

This report is designed to explain how we put our SEND policy into practice. In other words, it shows how we support children with special educational needs in our school. For more detailed information about our SEND arrangements, please refer to our full SEND policy. If you would like a printed copy of this report, you can request one from the school office.

Note: If you come across any terms in this report that are unfamiliar, please see the Glossary at the end for explanations.

Named Contact

Our school SENDCo is Mrs Widnall, who can be contacted via the school office. If you have any concerns about your child, you can arrange a meeting with the SENDCo or other appropriate staff members.

Appointments can be made through the school office:

Telephone: 0113 293 0226

Email: hello@fieldheadcarr.leeds.sch.uk

Other staff you may wish to contact regarding your child include:

- SENDCo / Assistant Headteacher – Mrs Widnall
- Deputy SENDCo – Miss Robinson
- Headteacher – Mrs Murphy

- Your child's class teacher
- EYFS Phase Leader – Mrs Ali
- Key Stage One Leader – Mrs Baker
- Lower Key Stage Two Leader – Mr Maggs
- Upper Key Stage Two Leader – Miss Stockton

Once your child's special educational needs have been identified, they will be assigned a key worker from our Inclusion Team. The key worker will work closely with your child, providing daily support and helping them access learning and school activities. The key worker will also work alongside the SENDCo to monitor your child's progress and ensure their needs are being met. They will liaise with parents and carers, keeping you informed and involved in all aspects of your child's support.

Compliments and Complaints about SEND Support

We always welcome feedback about your child's SEND support. If you are happy with the provision your child receives, please do let the member of staff or the headteacher know—we love to hear positive feedback!

If you are unhappy or have concerns, it is best to speak to Mrs Widnall (SENDCo) or Mrs Murphy (Headteacher) as soon as possible. We will work with you and your child to resolve any issues.

A copy of the school's complaints procedure is also available on the school website if you need it.

Policies Linked to SEND

Our school has a dedicated SENDCo and Deputy SENDCo who coordinates support for children with SEND and leads SEND provision across the school. If you would like to speak with the SENDCo, please contact the school office arrange an appointment. The SENDCo's works closely with the Senior Leadership Team (SLT) to ensure that the best possible support is in place for every child.

The following policies are available and reflect our commitment to inclusion, safety, and the well-being of all children:

- Special Educational Needs and Disabilities Policy
- Accessibility Plan
- Safeguarding / Child Protection Policy
- Behaviour Policy
- Teaching and Learning Policy
- Anti-Bullying Policy
- Health and Safety Policies

- Medical Conditions Policy
- Care and Control Policy

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

Our curriculum is differentiated to enable all pupils to access learning. Personalised Support Plans may be put in place, outlining individual targets. Children may also have timetables including targeted group work, 1:1 session, or access to specialist equipment (e.g. writing slopes, sensory resources, ICT tools). We use B-Squared to track small steps of progress and plan learning at the right level.

At our school, we support children with a variety of Special Educational Needs. These needs are grouped into the following areas:

- Speech, Language and Communication Needs (SLCN) – difficulties with speaking, understanding, or using language. This may also include children with Autism Spectrum Condition (ASC) who may experience differences in communication, social interaction, and sensory processing.
- Cognition and Learning Needs (MLD/SpLD) – challenges with learning, thinking, and understanding, including specific learning difficulties.
- Physical and Medical Needs (PMD) – conditions that affect a child's physical health or mobility, or require medical support in school.
- Social, Emotional and Mental Health Needs (SEMH) – difficulties with managing emotions, social interactions, or mental well-being.

Our Graduated Response

How does Fieldhead Carr Primary School know if children need extra help?

Teachers regularly monitor children's progress. If a child is making slower progress, showing changes in behaviour, or having difficulties, concerns are raised with the Inclusion Team. Parents can also raise concerns directly. Progress is reviewed termly at pupil progress meetings with class teachers, SLT and the Inclusion Team. Additional assessments such as Thrive, Year 1 phonics, EYFS profile, and reading tests are also used.

At Fieldhead Carr, our aim is to identify needs as early as possible so that children get the right support and any gaps in learning or development are minimised. Every child is treated as an individual. Class teachers, together with support staff, plan a curriculum that is adapted (differentiated) to meet each child's needs through quality-first teaching and effective resources.

If a child:

- isn't making the expected progress,
- their progress slows, or
- they are finding emotions and well-being increasingly difficult,

the class teacher will seek advice from the Inclusion Team and try different strategies in the classroom.

If a child needs something more than what is normally available, parents will be involved at this stage and the child will be placed on the school's SEND Register. A thorough assessment will be carried out and a personalised support plan will be created. This may include:

- Personalised Support Plans (PSPs)
- Individual Provision Maps (IPMs)
- Individual Risk Assessments (IPRAs), which may include a Positive Behaviour Support Plan (PBSP)
- Individual Healthcare Plans (IHPs)

These plans are regularly reviewed and it is the class teacher's responsibility to make sure they are in place, monitored, and updated.

Our school uses a range of bespoke interventions, tailored to the needs of our children. These are regularly developed, reviewed, and evaluated to ensure pupils make the best possible progress. Targets, next steps, and progress are always shared with both children and parents.

If, despite this support, a child continues to make little or no progress, the school will seek advice from outside agencies. These specialists help to design personalised programmes that form part of the child's curriculum.

If, even with all this support from home, school, and outside professionals, a child's difficulties remain significant, the school may request an Education, Health and Care Plan (EHCP) to secure longer-term, more specialist provision.

Working Together

How will Fieldhead Carr Primary School support my child?

Your child's class teacher plans lessons through quality-first teaching. If additional support is needed, the Inclusion Team may suggest small group work, targeted interventions, or specialist equipment. Children with social and emotional needs benefit from our Thrive approach, which supports individuals, groups and whole classes. Support from external professionals such as Speech and Language Therapy, Educational Psychology, or CAMHS may also be arranged.

What specialist services and expertise are available?

We have strong links with outside agencies including Educational Psychologists, STARS (Autism support), Speech and Language Therapists, Complex Needs Services, CAMHS, Occupational Therapy, Social Care and the Home School Transport through Cluster. Staff also access regular training on ASD, ADHD, attachment, speech and language strategies, and sensory support.

Parents are integral partners in their child's journey through school and are invited to attend regular parent's evenings and additional review meetings. Where a child has more complex needs, parents are also invited to reviews which may involve other professionals. Parents are invited to request a meeting with the class teacher or member of the Inclusion Team should any concerns arise. Our parents are also encouraged to engage in their child's learning in a range of other ways such as supporting their child with their homework, joining family learning classes or utilising resources provided by school to help their child.

Staff in school are trained and work alongside professionals from outside agencies to develop their skills, knowledge and expertise in specific areas of Special Educational Needs. These will be planned yearly by the inclusion team and will match needs arising in the school. If staff wish to discuss training needs, please see the SENDCo or a member of the inclusion team.

Staff are able to offer a wide range of support and strategies to support inclusion within our school. Our school works alongside a range of outside agencies to maximise learning opportunities and to help pupils reach their full potential. We work regularly with agencies such as Seacroft and Manston Cluster support, Speech and Language Therapy, Educational Psychology, STARS, Complex Needs Services, Physiotherapy, Occupational Therapy, CAMHS, Social Care and the Home School Transport through the Cluster.

Our learning environment is accessible and appropriate for our pupils and is adapted when necessary. The school has two disabled toilets, a hygiene suite, a sensory room, a 'Thrive' nurture room and an intervention room.

1. School characteristics

	21/22	22/23	23/24	24/25
Total number of children on school roll	328	343	401	418
Number of children on SEN register for this period	66	81	92	90
% of children on SEN register for this period	20%	24%	23%	22%
Number of children with EHCPs	3	4 *	6	12
Number of children currently being assessed for an EHCP	0	0	12	13

* awaiting the processing of 6 plans which are currently out of the 20-week framework of completion

Breakdown of SEN register by primary category of need

	21/22	22/23	23/24	24/25
Cognition and learning	12	15	17	14
Sensory impairments	1	1	4	2
Behavioural, social, emotional and mental health needs	25	24	30	15
Speech , language and communication needs *	37	38	47	26
Physical disabilities	1	1	1	2
Medical needs	1	1	3	4
Autistic Spectrum Disorder *	3	5	19	24
Attention Deficit Hyperactivity Disorder				3

Additional Assessments Relevant to Your Child's Needs

Your child's progress may be measured in different ways depending on their needs. Some children are assessed against the National Curriculum levels (the same as most children in their year group). Others, who are not yet ready for National Curriculum levels, are assessed using smaller steps of progress. At our school, we use an assessment system called B Squared for this. This helps us set aspirational targets so that every child, whatever their starting point, is expected to make good progress.

Sometimes more detailed assessments are needed. These may include:

- Speech and Language Therapy Assessments – e.g. speech sounds, understanding, or language development.
- Educational Psychology Assessments – e.g. memory, reasoning, problem-solving, and learning skills.
- Cognition and Learning Assessments – including teacher observations and specific assessments.
- Ongoing School Assessments – such as reading, writing, maths, phonics, and spelling, with adjustments for children with SEND.
- Social and Emotional Assessments – including observations, questionnaires, and specific assessment tools.

How Parents and Carers are Involved

How will I know how well my child is doing?

We have an open-door policy for parents. The SENDCo can be contacted by phone or email. Children with Personalised Support Plans have their progress reviewed termly. Parent

consultation meetings provide opportunities to discuss progress, and reports from external professionals are always shared with parents.

How can I support my child's learning?

Parents are encouraged to support learning at home, attend workshops and learning events, and follow advice from school and external agencies. We offer family learning opportunities based on parent/carer feedback.

We greatly value the role of parents and carers in their child's education. Working in partnership is essential to ensure the best outcomes for your child.

You are always welcome to:

Call in or make an appointment through the school office to talk about your child's progress.

Attend your child's Annual Review (for children with an Education, Health and Care Plan), where we review progress, provision, and placement together with you and all relevant staff.

Take part in our three Parent Consultations/SEN Reviews each year. During these, parents of children with SEND can review learning, set new outcomes, and agree targets for their child's Individual Provision Map (IPM).

If your child's needs or aspirations change at any time, please let us know straight away so we can adjust their support. After each meeting or discussion, we will make a record of the outcomes, actions, and support agreed. This will be shared with all relevant staff, and you will also receive a copy.

If you have any concerns in between meetings, please speak to your child's class teacher in the first instance.

SEND and School Finances

How are the school's resources/funding allocated?

Each child with SEND may receive up to £6,000 of notional SEN funding. If additional support is required, the school applies for top-up funding or an EHCP. Funding is used for specialist resources, teaching assistants, or support programmes.

Each school in Leeds receives its budget in April, and a portion of this is called the 'notional SEN funding'. Schools are expected to use this funding to provide up to £6,000 of support for each child with SEND.

If a child's needs require support beyond this, the school can apply for an Education, Health and Care Plan (EHCP). An EHCP may come with extra funding, which is agreed when the plan

is put in place and then reviewed regularly to make sure it is being used in the best way for the child.

Funding might be used to provide:

- Specialised equipment or facilities
- Additional teaching assistant support
- Extra training for staff
- Advice and input from external specialists

We work closely with external agencies to ensure any resources or support funded are well-matched to your child's individual needs.

More information about SEND finances can be found on the Leeds Local Offer website and in the SEND section of our own school website.

Admissions for Pupils with SEND or a Disability

How will the school help my child transfer to the next phase of education?

We work closely with local high schools, sharing key information and arranging extra transition visits. Individual transition programmes, pupil passports, social stories, and transition booklets are used to help children feel confident and prepared.

Our school follows the admissions arrangements set out in our Admissions Policy.

This policy explains how we make sure the admissions process is fair and inclusive for all pupils, including those with SEND or a disability. It also sets out the criteria we use if there are more applications than available places (our oversubscription criteria).

We are committed to ensuring that children with SEND or disabilities are not disadvantaged in the admissions process and that they have the same opportunities to join our school community as all other pupils.

Supporting Children's Medical Needs

What support is available for my child's overall well-being?

We are a Thrive school, providing strong social, emotional, and mental health support. This includes PSHE sessions, social and friendship groups, clubs for lunchtime support, and work with Mindmate. Safeguarding and child protection are priorities, and all staff are trained to a high standard.

If a child has a medical need, a detailed Health Care Plan is created by Mrs Exley, in consultation with class teachers and parents/carers. This plan is shared with all staff working with the child, so everyone understands their needs and how to support them.

Where necessary, and with parental agreement, medicines can be administered in school if a signed Health Care Plan is in place. In some circumstances, antibiotics may also be given following a discussion with office staff and the completion of a medication form.

If a child requires intimate care (for example, nappy changing), an Intimate Care Plan will also be created by Mrs Exley and Mrs Widnall in partnership with parents/carers. This plan is shared with all relevant staff to ensure consistent and sensitive care.

Including Children with SEND on School Trips

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

All school activities and trips are accessible. Individual risk assessments or Care Plans are put in place where needed to ensure every child can join in.

We want every child to take part in all school activities, including trips. School trips and activities are available to all pupils.

To make sure children can join in safely, risk assessments are completed in advance, and any additional support needed is put in place.

If a risk assessment shows that a child requires intensive 1:1 support, parents or carers may be invited to volunteer to accompany their child, alongside school staff, to ensure they can fully participate.

Ensuring Provision and Inclusion for All

At Fieldhead Carr, we welcome all children into our school community and are committed to making sure every child feels included and supported.

If your child has an Education, Health and Care Plan (EHCP), a consultation will take place to decide whether we have the right facilities and resources to meet their needs effectively.

If your child does not have an EHCP, we will work in partnership with you, and with any professionals supporting your child, to understand their individual needs. Together, we can identify the facilities, support, and reasonable adjustments required to make sure your child thrives in our school environment.

We are always happy to discuss individual access requirements with families. At present, our school has the following facilities to support inclusion:

- Ramps for step-free access into school
- Toilets adapted for disabled users
- Double doors for wider access
- Lift
- Care Suite
- Sensory Room

Accessibility Policy

A copy of our Accessibility Plan is on our website.

Who can I contact for further support?

- Leeds Local Authority Local Offer [About the Leeds Local Offer](#) | [Leeds Local Offer](#)
- SENDIASS [Leeds SENDIASS](#) | [Leeds Local Offer](#)