SEND Information Report – *Methley Primary School*

Document Controls

Policy Document:	Special Educational Needs and Disability (SEND) Information Report PRIMARY School - Methley Primary School
Legislation/Category: **Academy Schools**	**Legally required**
Lead Staff Member:	Director of SEND BLP
Approved by:	LSC
Date Approved:	September 2026

Version	Date	Author	Changes
1.0	Oct 24	Director SEND	Annual Review and New format
2.0	Oct 25	Director SEND	Annual review and approval
2.1	March 25	Director SEND	Updated following new guidance re SEND Reform Leeds
3.0	Sept26	Director SEND	Annual review and approval, additions DfE Allergy Safety, Inclusive Mainstream Fund 2026, inclusion of students with SEND in extra curricular, CLA and Previously CLA with SEN, Local Offer.

Monitoring and Review of this Document: **The Trust shall be responsible for reviewing this document from time to time to ensure that it meets legal requirements and reflects best practice.**

Information Report for Students with Special Educational Needs and Disabilities (SEND) September 2026

1. The kinds of Special Educational Needs and disabilities (SEND) that are provided for by Methley Primary School.

There are 4 broad categories of need as described by the 2014 Code of Practice, which we provide for within school. These are:

- **Communication and Interaction**

This includes children with speech and language difficulties and those who demonstrate features within the autistic spectrum.

- **Cognition and Learning**

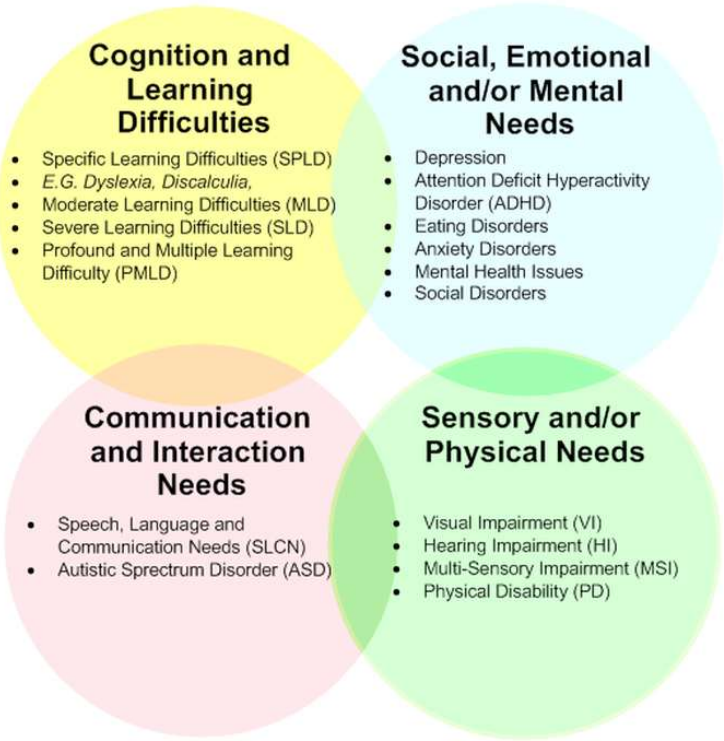
This includes children who demonstrate features of moderate, severe, profound or specific learning difficulties such as dyslexia, dyscalculia or dyspraxia.

- **Social, Emotional and Mental Health**

This includes children who have significant difficulties in managing their emotions. Children may also be withdrawn, hyperactive or lack concentration.

- **Sensory and/or Physical Needs**

This includes children with sensory, multisensory and physical difficulties.



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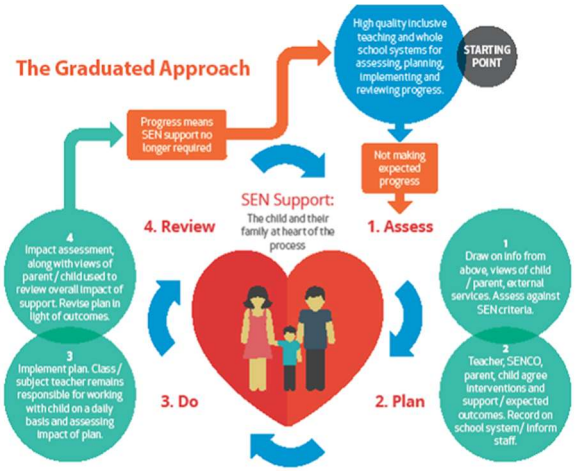
2. Who to contact at Methley Primary School regarding a SEND query.	The Special Educational Needs and Disabilities Coordinator (SENDCO) Catherine Waddle at Methley Primary, can be contacted through the school office as follows: **Email**: mpsoffice@brigshawtrust.com **Phone**: 0113 3206207
3. The systems in place for identifying a person who may have Special Educational Needs and Disabilities.	At Methley Primary we identify the needs of students by considering the needs of the whole child, not just their special educational needs and disabilities. In identifying a child as needing SEND support, the class teacher, working with the SENDCO, will carry out a clear analysis of the student's needs. This will draw on: • The teacher's assessment and experience of the student • Their previous progress and attainment • The views and experience of parents, the student's own views and, if relevant, advice from external support services. Children identified as having SEND may be monitored by the class teacher, given extra support through group or individual interventions by appropriate staff, supported by a SEND support assistant, or placed on the SEND register if appropriate. There are times when a child's SEND requirement may already be in place before they arrive at school through consultation with outside agencies. If you think your child might have SEND, the first person you should tell is your child's teacher. They will pass the message on to our SENDCO, Catherine Waddle who will be in touch 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. If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

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4. The systems in place for monitoring, assessing and reviewing students' progress towards outcomes.

We offer a Graduated approach to SEND support. This means we carry out the process of Assess, Plan, Do, Review on a regular basis to make sure we are continually meeting the individual needs of children in our school.

The school will use a variety of assessment and organisational tools, conversations with teachers, support staff, parents/carers and learners to carry out the process effectively.



1. Assess - The school will use a variety of methods to assess the SEND need. These include:

- Teacher assessment
- Internal data on attainment, progress, behaviour, attendance and work samples
- Parent and student views
- Advice from external agencies

2. Plan - The school will create a plan of action for the student in partnership with parents/carers, the student and teachers. This will include:

- Reasonable adjustments teachers should make to provide adaptive teaching
- What additional provision/intervention is needed to ensure they make progress
- SMART (Specific, Measurable, Achievable, Realistic and Timed) targets are set

3. Do - The plan will then be implemented for a period of time before it is reviewed again.

4. Review - The plan will be reviewed by parents/carers, the student and teachers. The review will be looking at:

- Has the student met or is on track to meet expected targets? What evidence is there?
- Has there been any improvement on their rate of progress?
- How is the student responding to the targeted provision?
- Are there changes to the SEND?

At this stage it is hoped that a fuller understanding of the need has been established and from this it will be decided to either:

1. Continue with the current plan since it is proving to be successful
2. Try different strategies that might prove to be more successful
3. Referrals can be made to specialist external agencies and professionals for further assessment and advice

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5. The approach to teaching students with Special Educational Needs and Disabilities at Methley Primary School.	At Methley Primary we ensure all students have access to High Quality First Teaching. We believe that successful teaching and learning is not just about good lessons; it stems from the culture and environment we create. We believe that by developing emotional intelligence and creating the appropriate supporting conditions all children will thrive, because all of this impacts on how children behave as learners. As such, we aim to create a positive learning environment with: • Different approaches to learning so all children can access learning • Children taking responsibility for their own learning, including SEND children having responsibility of their own targets • All children working collaboratively together, supported by adults and children alike • Making mistakes is integral to learning and children are supported in how to improve from these • Effort of all children is rewarded • Positive exchanges are predominant
6. The adaptations made to the curriculum for students where needed.	At Methley Primary we are proud of our inclusive ethos and strive to promote all children to succeed in their education, become independent and resilient learners and support them in gaining the necessary social skills and life skills to be successful in their transition to adult life. We endeavour to raise the aspirations and expectations for all students including those with SEND. We focus on the personal and educational outcomes and recognise that children learn and progress at varied rates. SEND is the responsibility of everyone; every teacher is a teacher of every young person including those with SEND or any other additional need. We work closely with our children, families and a wide range of professionals to ensure the best possible educational outcomes. Teaching and support staff work together to plan appropriately adapted lessons that meet the specific needs of all our learners. All children have access to high quality first teaching. However, for some children further additional support may be needed to help them achieve their targets. This will be implemented in line with Inclusive Mainstream Practice Guidance i.e. the provision the local authority expects to be made available for students with SEND in mainstream schools. Students who require adjustments, additional support or intervention above that provided as part of quality first teaching will have a SEND Learning Plan/Pupil Profile to highlight strengths and areas of need. They provide strategies to support the student, teaching and support staff in order to provide a positive impact on progress, development and access to the curriculum. All Learning plans are written using guidance provided by professionals working with the student, the student themselves (where appropriate) and parents.

6. Continued

Methley Primary School is aware children may have dyslexic tendencies and our learning environment takes this into account. Our interactive slides all have pale backgrounds with a dyslexia friendly type font so all children in the class can read it, instructions on the board are clear for all children to understand. There is no expectation for excessive copying from the board. Pale paper can be used for children to write on and reading rulers are given to support children with reading by giving a coloured overlay to their books. Additional practice of reading materials can be planned in before/after lessons in school or texts sent home to build automaticity and fluency.

We are mindful of cognitive overload and so slides containing new learning are kept simple, containing only key information. Teacher explanations are delivered in manageable chunks with an emphasis on clear, efficient use of language. Key points in learning are revisited and reviewed regularly as part of "Making Learning Stick". Where needed, adults have used visual cards to highlight instructions so the children clearly understand what is asked.

Our approach to learning in school is focused around ensuring there is no overload of working memory, learning is chunked into small manageable sections, routines are practised and consistent, behaviour expectations are simple and concise and restorative practise is used to tackle any issues. The physical classroom environments are minimal and equipment on tables is kept to a minimum, to reduce external stimuli. All of this means that any neurodivergent behaviour is already well supported as part of our universal offer for all children.

When accommodating children with physical difficulties, the local authority representative, SEND and Health & Safety governors and parents will also be invited to look around and check the accessibility of the building. The school works effectively with relevant professionals (e.g. Visually Impaired Team) to enable children with specific needs to attend our school, ensuring appropriate access internally and externally.

Universal Wave 1 - Applicable to all students:

All students will sit within Wave 1. This is our Universal offer to all students, whether they have additional needs or not. High quality, inclusive teaching ensures that planning and implementation meets the needs of all students, and builds on high expectations for all students, including those with SEND. It is about the day-to-day interactions that take place in the classroom and the different pedagogical approaches teachers use to engage and motivate learners which ensure good student progress.



6. Continued	**Targeted Wave 2 (Monitoring) - Applicable to some students:** Additional needs have been identified, a referral may have been agreed or submitted. Students may move to Wave 2 if they are not making expected progress in an identified area of need e.g. learning, concentration or social interaction. At this point, interventions will be implemented; following this, students may still require additional interventions. Students that do not make expected progress or need more targeted support move to Wave 3. **Specialist Wave 3 (School Support)- Applicable to some students:** Students who move to Wave 3 will be placed on the SEND register and will receive a SEND Learning Plan or a Pupil Profile. These plans will be written with provision outlined. Some students will make a good level of progress whilst on the SEND register and move back to Wave 2 where their progress (as for all our students), will be closely monitored. **Wave 4 (EHCP) - Applicable to few students:** If adequate support has been put in place over a prolonged period of time without any success and/or the student is performing significantly below age expected levels, then an application for an Education, Health and Care Needs Assessment may be made to the local Authority. In considering whether an Education, Health and Care Needs Assessment is necessary, the local authority will consider whether there is evidence that despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, they have not made expected progress. An EHCP is a legally binding document that states the students' education, healthcare and care needs.
7. The arrangements for consulting students with SEND to involve them in their education.	We recognise that all students have the right to be involved in making decisions and exercising choices. In lessons, children are involved in monitoring and reviewing their progress through the use of targets and success criteria. We endeavour to involve the students by encouraging them to: • State their views about their education and learning • Identify their own needs and learn about learning

	• Share in individual target setting • Self-review progress and set new targets • Monitor their success at achieving the targets on their support or individual learning plan
8. The arrangements for consulting parents of children with SEND.	We work closely with parents to ensure: • Early and accurate identification and assessment of SEND leading to the correct intervention and provision • Continuing social and academic progress of children with SEND • Personal and academic targets are met and set effectively Meetings are held regularly with parents of children on the SEND register by key staff, there may be occasions where the SENDCO attends as well to ensure the children are working towards their given targets and update parents on the progress. Where needed these meetings occur more frequently to make sure the needs of the children are being met.
9. Transition arrangements for children with SEND needs at Methley Primary School.	The admission arrangement for all students is in accordance with the national legislation outlined in the school admission policy, this includes children with any level of SEND; those with an Education Health Care Plan (EHCP) and those without. The School SENDCO works closely with feeder schools and nurseries where there are SEND children to transfer information to aid a smooth transition, where possible a meeting will occur to do this. • Support for children who are coming to terms with transition is carefully planned. This will include familiarisation visits and mentoring, whether this is inside the school e.g. moving between classes or transitioning to high school; additional transition days/visits are provided where necessary • Where children are attending Nursery for the first time with us we organise home visits before hand and build their time up to a full session in line with the child's needs
10. The training of staff to support children and young people with SEND at our school.	Specialist training of staff working with SEND children takes place when required. We have had staff undertake training in attachment and trauma, emotionally based school avoidance (EBSA), adaptive teaching, Team Teach positive handling, dyslexia, ADHD and Autism Awareness, maximising classroom assistance and de-escalation strategies. We work alongside traded speech and language therapists who provide specialist training to the key staff in school who deliver speech and language programmes relevant to the children they are working with. If a child has a medical need, then an Individual Health Care Plan is written with the professionals involved and staff have training in order to support the child e.g. epilepsy. In line with The Department for Education (DfE)'s statutory guidance Allergy safety in schools 2026 all staff have received appropriate allergy training including the use of Adrenaline Auto-injectors.
11. The support offered for improving social, emotional and mental health (SEMH).	All children are taught PSHE (Personal, Social, Health and Economic Education) as part of their curriculum and this covers a wide range of aspects including keeping ourselves safe, building relationships, mental health and wellbeing. In addition to this, teachers will hold

	circle times and address issues within their classes when they arise. At Methley Primary we work hard to provide a caring and supportive ethos. All staff have responsibility for the wellbeing of the children. Sarah Brown has responsibility for pastoral care in school and works closely with our wider pastoral team. They can support children and families with attendance, behaviour and SEMH issues. We are able to access support from the Brigshaw Trust Guidance and Support Team (GST) including family support workers, councillors who specialise in working with children and Children's Social Work Services. We have several staff members who are trained in the Early Help process and the school ensures members of staff attend meetings and liaise with professionals involved. All our staff are trained in child protection procedures and we have an experienced child protection team who are specially designated to ensure the safeguarding of all children. All children are taught PSHCE (Personal, Social, Health and Citizenship Education) as part of their curriculum and this covers a wide range of aspects including keeping ourselves safe, building relationships, mental health and wellbeing. In addition to this, teachers will hold circle times and address issues within their classes when they arise. Supplementary pastoral support can be provided either 1:1 or in small groups by the school's support staff. Additionally, Mrs Brown is a trained THRIVE and ELSA (Emotional Literacy Support Assistant) practitioner, who can work with individual children or small groups to overcome any barriers to learning that are connected to the child's emotional health and wellbeing. We will consult with parents and seek their permission prior to arranging additional intervention.
12. The outside agencies that Methley Primary School works with to ensure the needs of individual students are met.	The school has strong working relationships and links with external support services to fully support SEND students and aid school inclusion. Sharing knowledge and information with these support services is key to the effective and successful SEND provision within our school. Some of the agencies we work with include: ● Inclusion Advisory Team (IAT) ● Special Educational Needs Statutory Assessment and Provision Team (SENSAP) ● Educational Psychologists ● Local Guidance and Support Team (family support, counselling)

	• Deaf and hearing-Impaired Team (DAHIT) • Visual Impaired Team (VIT) • Specialist training in Autism and raising Standards (STARS) • Physiotherapy and Occupational Therapy • Child and Adolescent Mental Health Service (CAMHS) • Speech and language Therapy • Social Care • East Area Inclusion Partnership (EAIP) • Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS) • Wakefield inclusion support service WISENDSS • Wakefield Special Educational Needs Statutory Assessment and Review Team (SENART)
13. Which policies do you need to look at to find further information about SEND provision at Methley Primary School	The following policies are available to find out more about the identification, provision and assessment of students with SEND within our school. They also reflect the school's commitment to the Inclusion, safety and well-being of our children and can be found here: https://www.methleyprimaryschool.co.uk/statutory-pages/send • SEND policy • Safeguarding and Child Protection Policy • Supporting students with Medical Needs Policy • School Behaviour Policy • Teaching and Learning Policy • Equality Opportunities Policy • Accessibility Plan • Anti-Bullying Policy
14. How accessible is the school?	https://www.methleyprimaryschool.co.uk/statutory-pages/send The school building is fully accessible to wheelchair users via a lift. There are disabled toilet facilities on both floors including a care suite with accessible shower. In addition, we have designated areas for mentoring and small group work including an Intensive Interaction room and a small Sensory Room. We also have use of a hearing loop and all door signage is written in braille. If a child requires specialist equipment in school, this can be purchased using the funding allocated to support SEND. We have an anticipatory duty to fully meet the needs of any child starting school at Methley Primary, and therefore school makes adaptations to its

	practice as required to ensure that all children have equal access to the building, curriculum, teaching and learning both in and beyond the classroom.

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15. School resources and funding linked and matched to children's needs.	Notional Inclusion Budget - this funding is needs based using a formula against the profile presented in the school census. It considers who requires additional support to access learning including factors such as social deprivation, demographics (e.g. EAL, Free School Meals eligibility) and levels of attainment. Schools are expected to fund the first £10,000 of any child or young person's provision. This means that for any additional support (above core provision) there is an expectation that schools meet the first £6,000 of such provision. The notional budget is not specifically targeted at individual children and young people however schools are accountable for the use of this money for those children and young people needing it. All students with an EHCP have additional funding allocated to meet their needs. Some students in Leeds are identified as having a higher level of need and have been allocated Funding For Inclusion (FFI) without an EHCP, each of which under SEND Reform Leeds will be considered for Statutory Assessment. The school uses the FFI funds to put appropriate support in place to meet the specific needs of a student. Working in partnership with professionals, money is targeted at children and young people with the most complex needs who require the most individualised provision. SEND funding can also be spent on the purchase of specialist equipment or resources that will support the student's progress. The notional SEND funds are used to provide a range of support for students with SEND which may include (but are not limited to) the following: • SEND assistant support • · Daily Meet and Greet • · Pre and post teach sessions • · Literacy and Numeracy intervention (small group or individual) • · Social, Emotional and Mental Health Groups e.g. social skills, self-esteem, anger management. • · Speech and Language intervention • · Physiotherapy interventions • · Purchase of assistive resources to be used in class

15. Continued	Additional funding is allocated to schools for 2026-27 through the Inclusive Mainstream Fund (IMF), this is new DfE ring-fenced funding. It is provided to improve inclusivity and strengthen universal practice and remove barriers to learning. At the start of each academic year a considerable amount of planning and preparation takes place to ensure that all support staff are utilised effectively. This is done to ensure we meet the needs of all our students and achieve the best outcomes, as well as promoting independence, social skills and life skills in preparation for adulthood. Our inclusion staff are organised into teams to ensure that provision considers the additional training and experience of the staff involved. Allocation of resources is the responsibility of the Headship Team and reflects priority of need which is advised by the SENDCO. This process is monitored by the Brigshaw Learning Partnership Directors and Local Governor.
16. How will the school make sure my child is included in activities alongside pupils who don't have SEN?	All of our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs. All pupils are encouraged to go on our school trips, including our residential trips. All pupils are encouraged to take part in sports day, school productions, school councils etc. No pupil is ever excluded from taking part in these activities because of their SEND and we will make whatever reasonable adjustments are needed to make sure they can be included.
17. What support is in place for looked-after and previously looked-after children with SEN?	Catherine Waddle is our designated teacher for Looked After Children and will work with Sarah Brown 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.

18. The arrangements for the admission of pupils with SEND	The admission arrangements for all pupils are in accordance with national legislation and are outlined in the school Admissions Policy found on hits page https://www.methleyprimaryschool.co.uk/statutory-pages/policies-and-information This includes children with any level of SEND; and those with an Education Health Care Plan (EHCP). We are an Academy and our school's admission authority is the Brigshaw Learning Partnership (BLP). The BLP are responsible for determining the school's admissions arrangements including this policy and deciding who can be offered a place in accordance with the policy.
19. The way to raise a complaint regarding the provision of SEND children.	Should a parent or carer have a concern about the additional provision made for their child, they should, in the first instance, discuss this with the class teacher and/or SENDCO. If the concern cannot be satisfactorily dealt with at this stage, it should be brought to the notice of the Head of School. The BLP Complaint Policy is published on the BLP and school website.
20. Leeds SEND Local Offer	The Leeds Local Offer provides information for children and young people with special educational needs and disabilities (SEND) and their parents or carers in a single place. It shows families what they can expect from a range of local agencies including education, health and social care.