

Gledhow Information Report

2025/2026

The SEN team



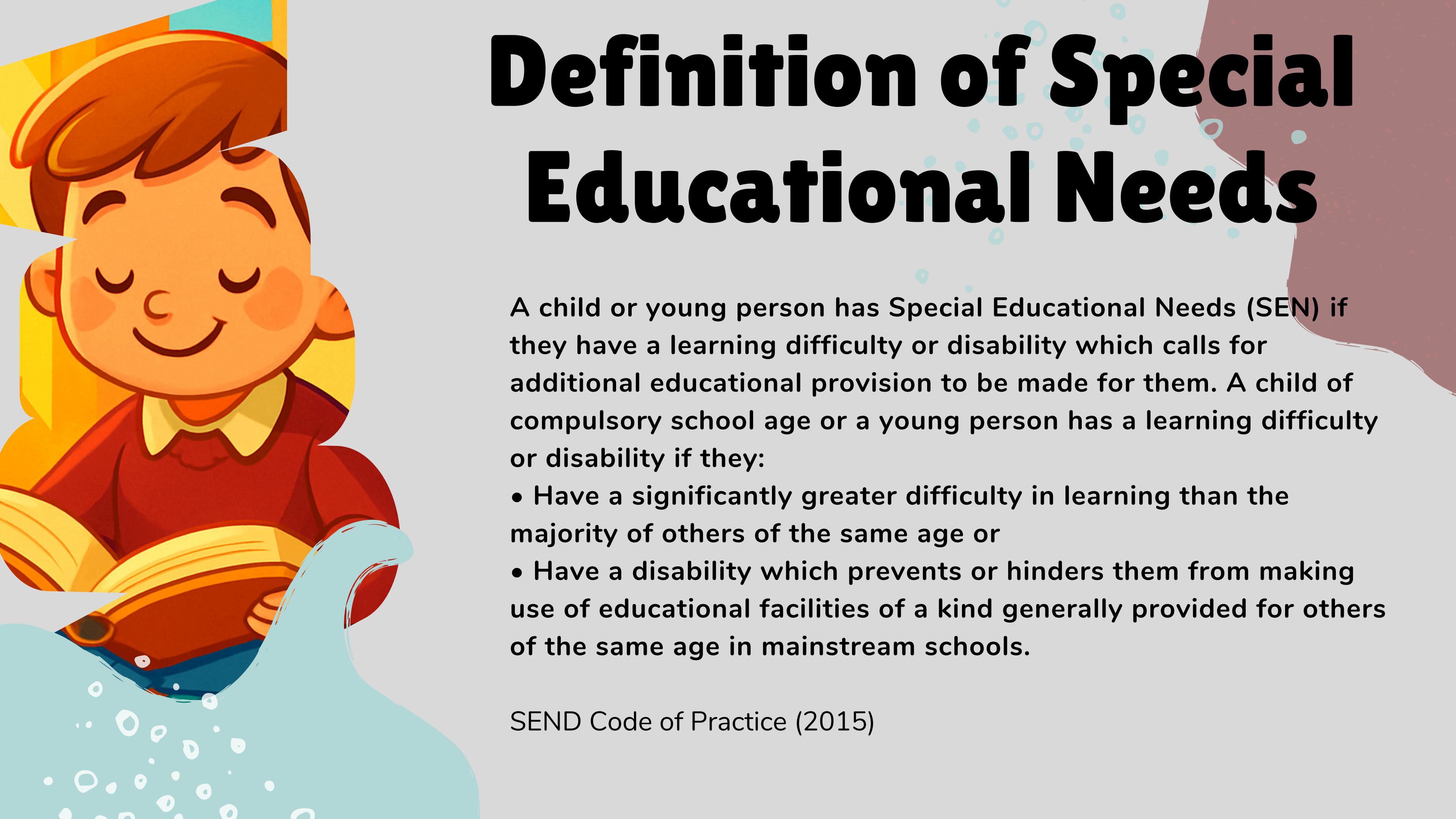
MRS EVANS
INCLUSION LEAD &
ASSISTANT HEADTEACHER



MRS LEWIS
SENCO



MRS GREER
ASSISTANT SENCO



Definition of Special Educational Needs

A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for additional educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

SEND Code of Practice (2015)

Areas of need

At Gledhow, we acknowledge that not all children have one area of need and as inclusive practitioners we ensure that provision is made for the ‘whole child,’ so that all of their needs are addressed. We identify children by a primary need using the code of Practice for Children with SEND 2015, which describes 4 main areas of need:



Communication and Interaction



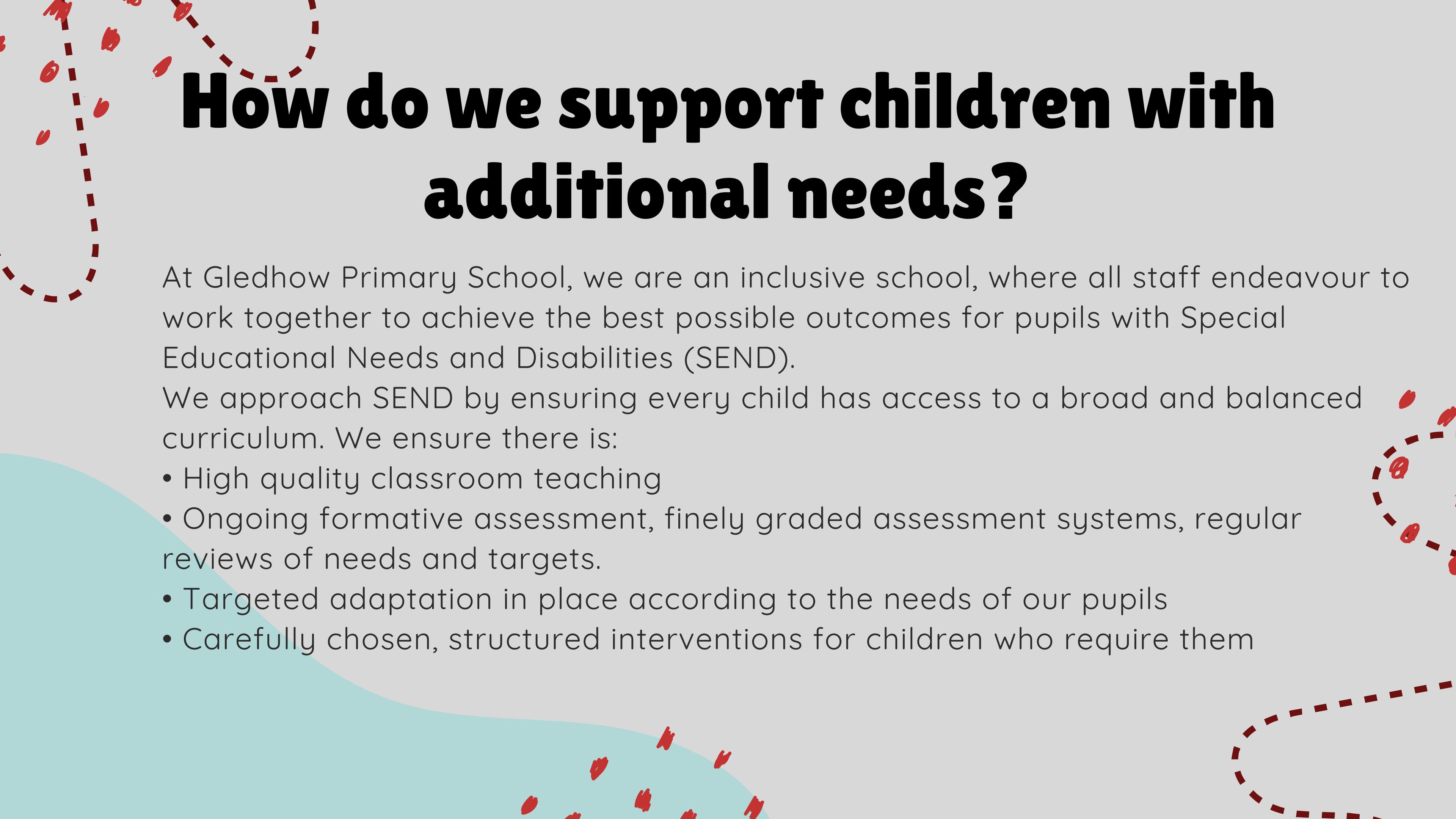
Cognition and Learning



Social, Emotional and Mental Health



Sensory and Physical



How do we support children with additional needs?

At Gledhow Primary School, we are an inclusive school, where all staff endeavour to work together to achieve the best possible outcomes for pupils with Special Educational Needs and Disabilities (SEND).

We approach SEND by ensuring every child has access to a broad and balanced curriculum. We ensure there is:

- High quality classroom teaching
- Ongoing formative assessment, finely graded assessment systems, regular reviews of needs and targets.
- Targeted adaptation in place according to the needs of our pupils
- Carefully chosen, structured interventions for children who require them

If I have SEND concerns....

It is important to share any information or concerns about your child as early as possible so support can be put in place. Meetings can be arranged at any point in the year and are vital in sharing information between home and school.

1. CLASS TEACHER

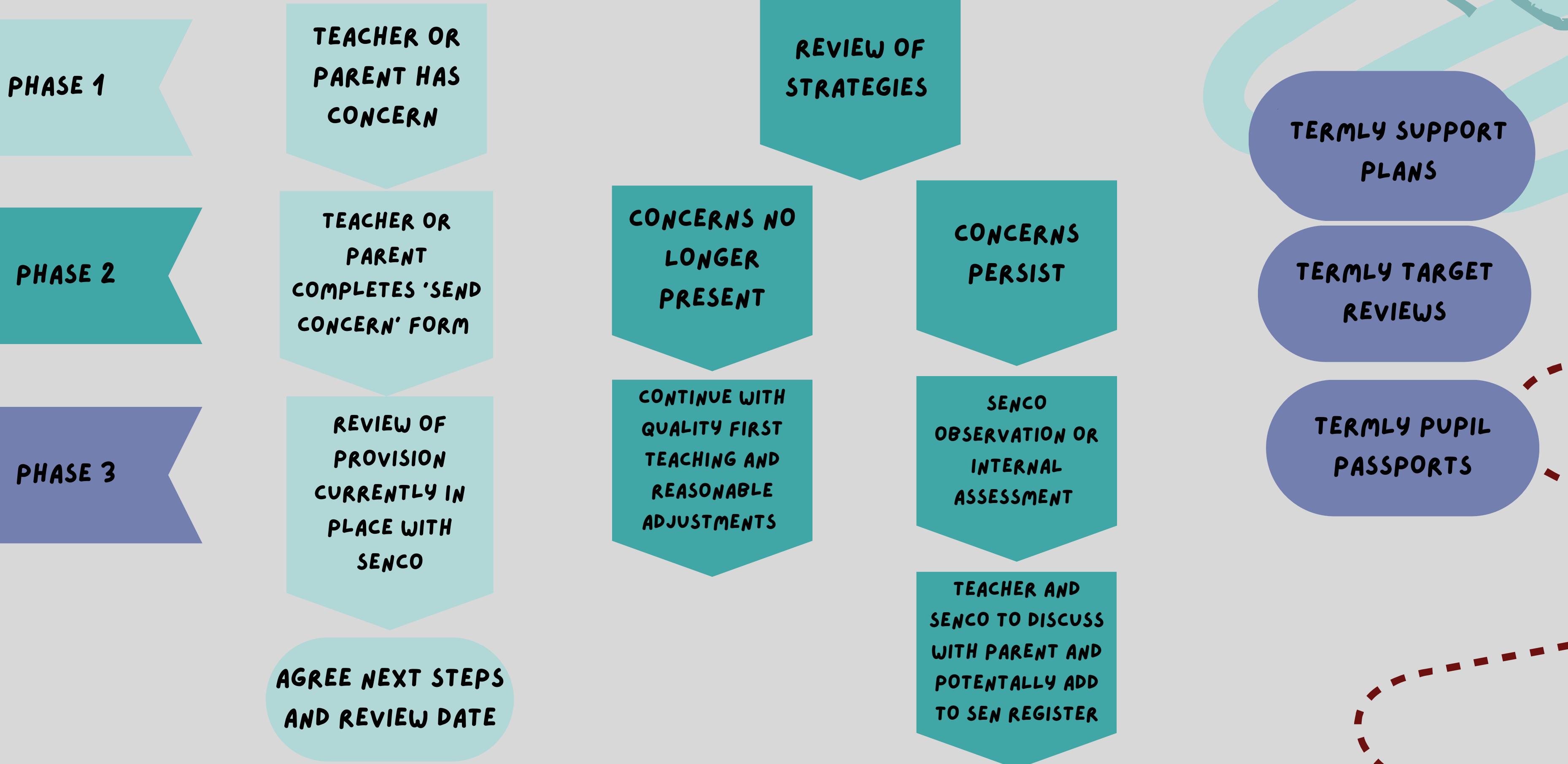
2. SENCO

flewis@gledhowschool.org

**3. INCLUSION
ASSISTANT HEAD**

levans@gledhowschool.org

Identifying and monitoring SEND



In School Support

Gledhow aims to include children with SEND through adjustments and adaptations to allow them to access quality first teaching.

Universal

Universal provision forms the foundation for all other provision or support in schools.

This includes strategies, resources and adaptations to the curriculum and environment that teaching staff use to remove barriers to learning for children and young people.

Targeted

All targeted support and interventions should have a specific set of desired outcomes and children should access the targeted support or intervention alongside high quality classroom teaching. Targeted support might be a long term strategy that needs to become an everyday part of the provision for a child or young person with SEND, such as the use of visual resources.

Specialist

Some children and young people with more complex and significant needs may require specialist support or services to supplement what the school or setting can ordinarily offer. A specific professional may support the SENCo to identify and plan the specialist support that children with more complex needs require.

How is this monitored and reviewed?

Class teachers are responsible for writing and monitoring SEND Support Plans.

These are working documents and will be referred to, edited and updated as required. They will be reviewed formally every term in consultation with parents.

The SENCo will also monitor whole school data systems and progress against B Squared (small stepped assessment tool) statements. Impact is evaluated at these reviews. Where children are not making expected progress, external advice may be sought, then consideration of application for an Education Health and Care Plan (EHCP) For children who have an EHCP, there will be an annual review of progress..

Specialist Support

As part of the Leeds Local Offer there are areas of specialist support available.

NHS SPEECH AND LANGUAGE THERAPISTS

SPECIAL EDUCATIONAL NEEDS INCLUSION TEAM (SENIT)

SPECIALIST TRAINING IN AUTISM AND RAISING STANDARDS (STARS)

NORTH EAST AREA INCLUSION PARTNERSHIP TEAM (NEAIP)

OCCUPATIONAL THERAPISTS (OT) AND PHYSIOTHERAPISTS

ALWOODLEY/ROUND HAY/MOORTOWN (ARM) CLUSTER SUPPORT SERVICE

Accessibility

The school is on two floors and has ramped access to the exterior and lift access to the second floor in the new part of the building. There is a disabled toilet and access to shower facilities. School is able to seek advice from the Local Authority and make reasonable adjustments in line with the Equality's Duty (Equalities Act, 2010 and schools). The school undertakes an accessibility audit to ensure the ease of access for all types of disabilities which is available on request. School adheres to the Equality Act 2010 and Schools and Departmental Advice for Schools.

Transitions

We endeavour to facilitate a smooth transition for any pupil with SEND joining or leaving the school. This may include individual transition packages such as visual resources, additional visits and meetings with SENCos, year group or pastoral leaders,

Additional contact information

If you would like external and impartial advice, you
can contact Leeds SEND Information Advice Support
Service

SENDASS

sendiass@leeds.gov.uk

0113 359 1200