



Rawdon St Peter's C of E Primary School

Special Educational Needs and Disability Information Report

Introduction

Our SEND Information Report forms part of the Leeds Local Offer for learners with Special Educational Needs or Disability (SEND) in accordance with the SEND Code of Practice (2014).

The governing bodies of all maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish an Information Report on their website about the implementation of the governing bodies or the proprietor's policy for pupils with SEND. The information published will be updated annually.

What is SEND?

At different times in their school career, a child or young person may have a special educational need. The 2014 SEND Code of Practice defines a special educational need (SEND) as,

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them."

A child or young person of compulsory school age has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age, or*
- b) 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 a mainstream school or post-16 mainstream institution.*

Categories of SEND we provide for

At Rawdon St Peters C of E Primary School, we provide support for pupils across the four areas of need as identified in the SEND Code of Practice 201. The four areas of need are:

- Communication and Interaction
- Cognition and Learning
- Social, emotion and mental health difficulties (SEMH)
- Sensory/Physical Needs

Our Approach to Identifying Pupils with SEND

Some pupils' special educational need will be apparent on admission to school. For others the need may present itself later. Early identification and early intervention improve the long-term outcomes for the child. Therefore, children's needs are identified and met as early as possible through:

- Teacher observations
- Assessments and analysing data
- Parental discussions
- Screening tools
- Information and assessments from external agencies
- Using the graduated approach. A cycle of assess plan, do and review.
- Team Around the Child meetings
- Liaising with previous settings
- A whole school provision map which is updated termly

Curriculum and learning environment

Your child's class teacher will plan and deliver learning activities that meet the needs of your child using adaptive teaching methods and the 'Five-a-day' approach from the Education Endowment Foundation (EEF). Visual timetables will be in each classroom to ensure the learning environment is fully accessible and inclusive. If your child requires specialist equipment in school this may be purchased using the funding allocated to support pupils with SEND.

What do I do as a parent if I think that my child may have a special educational need?

If you have any concern initially you may speak to your child's class teacher. We offer an open-door policy, but if you prefer you can arrange a meeting to discuss your concerns.

Alternatively, you can make an appointment with the school's Special Educational Needs Co-Ordinator, Mrs. Jay Oliver or the Assistant SENCO Miss Natasha Whincup to discuss your concerns. We also offer a termly SEND Surgery, which is a day where parents can book an appointment to speak to the SENCO or Assistant SENCO.

Special Educational Needs and Disability Coordinator (SENDCO)

In line with the recommendations in the SEND Code of Practice, the SENDCO will oversee the day-to-day operations of the Special Educational Needs and Disability policy. The schools SENDCO is Mrs Oliver and the schools assistant SENDCO is Miss Whincup who can both be contacted via the school office on 01132504201.

How are pupils with SEND supported?

At Rawdon St Peter's C of E Primary, we ensure that all learners are met at their starting point and are able to have success in their learning. Pupils with SEND are in a variety of ways, as listed below.

- Quality first teaching
- Wave 1 interventions
- Visual timetables
- Use of external agencies
- Pre-teaching
- Use of modelling and scaffolding
- Small group or 1-1 support
- Individual learning support plans
- Use of the graduated approach
- Adaptations to Curriculum, resources and Environment
- Coloured overlays, enlarged print, ICT, quiet spaces

Transitions

At Rawdon St Peter's we recognise that transitions can be difficult for a child with SEND so we take steps to ensure that any transitions are as smooth as possible.

Moving classes teacher will meet to discuss;

- Individual needs
- Individual learning support plan
- Individual strengths and areas of difficulties
- Successful strategies
- Educational health care plan (if necessary)

Moving schools SENCO will;

- Contact the SENCO to discuss the above points
- Pass on all records from school
- Arrange additional visits if necessary

Our current SEND profile

Our current SEND profile as of February 2026, shows that there are a total of 48 children on the SEND register that is 16% of our total school population.

There are 2 children who have ECHP's and 46 children who are identified as School Support.

There are currently 7 children in receipt of FFI funding and this is being used across school to support their specific needs either through additional resources and/or adult support.

SEND Context

	September 2025	February 2026	June 2026
Boys	20	25	27
Girls	16	23	23
Total	36	48	50
Total percentage of SEND	12%	16%	16.7%

Rawdon St Peters May 2025 SEND context compared to National Data

	Number	Rawdon St Peters	National Data (June 25)
Send Support	48	16%	14.2%
EHCP	2	1%	5.3%

Rising Number of ADHD/ASD and combined ADHD/ASD need and diagnosis As of June 2026

	ASD	ADHD	Tourettes	ADHD/ASD
Diagnosed	5	8	0	4
Under ND Assessment		14		

FFI Allocation

23/24	24/25	25/26	26/27
£48 384	£61 596	£46864.00	£34800.00

Rawdon St Peter's Send Support

A breakdown of Needs of SEND (Primary and secondary needs)

Need	EYFS	KS1	KS2	Total
Medical condition (e.g. epilepsy, asthma, diabetes)	1	1	3	10%
Difficulty/Disability			1	2%
Moderate Learning Difficulty		1	6	13%
Speech, Language and Communication Needs		5	13	38%
Social, Emotional & Mental Health			5	10%
Autistic Spectrum Disorder			9	17%
Hearing Impairment		2	2	8%
Attention Deficit (Hyperactivity) Disorder			11	21%
Dyslexia			2	4%

How do we consult and involve parents of children with SEND?

We recognise the importance of involving parents of all children. The education of our children is seen as a partnership and as such requires open, effective and honest communication. All parents/carers are encouraged to contribute to their child's education and may do this through:

- Informal meetings with the class teacher and/or SENDCO
- Discussions at parent's evenings
- Discussions at SEND Surgery
- Review meetings with SENDCO
- Learning at home e.g. homework, reading, spellings
- Sharing individual learning support plans with parents

How do we consult and involve pupils with SEND?

We recognise that all pupils have the right to be involved in making decisions and exercising their choice. We endeavour to fully involve all pupils by encouraging them to:

- Share their views about their education
- Identify their own ways of support
- Share their individual targets
- Contribute to their Learning Support Plan

- Pupil voice

How do we assess and review progress?

Depending on the stage of support, the progress of our pupils will be assessed and review through:

- The schools electronic tracking system – Arbor
- Bsquared for children working below age related national expectations.
- Termly progress meetings
- Learning support plan reviews
- Parent meetings
- External agencies
- Use of the graduated approach
- SDQ assessments (strength and difficulties questionnaire)
- Annual review of Education Health Care Plans
- Book looks

Staff training

We have a rolling program of training and support for the staff within school based on the needs of our pupils. Staff are sent on more individualised training if they are supporting a pupil with more specific needs.

Training that has been recently accessed includes:

- Team Teach Training (Positive handling)
- Child Protection Training
- Dyslexia awareness training
- Autism Tier 1
- Positive regard
- Colourful semantics
- SALT strategies
- Adaptive teaching

Supporting Emotional and Social Development

At Rawdon St Peter's C of E Primary School, we pride ourselves on having a caring and supportive ethos where children feel happy, safe and secure. The school endeavours to meet the social and emotional needs of all pupils and ensure they have the highest level of pastoral care possible by providing:

- Learning Mentor Support Groups

- ELSA (Emotional Literacy Support Assistant) Mrs Jay Oliver
- Peer Mentoring, Mindmate Ambassadors
- Anti-bullying week
- A broad and balanced PSHE curriculum
- Growing hope groups

Our learning mentor plays a positive role in supporting vulnerable pupils and is available to help support children with social, emotional or behaviour difficulties access the curriculum. This can be done one-to-one or small group support.

Working with external agencies

At Rawdon St Peter's C of E Primary School, we have an experienced SENCO, assistant SENCO and Learning Mentor who can offer impartial support, advice and guidance to parents/carers. At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by school include:

- SENIT
- Educational Psychologist
- Speech and Language Therapist
- Aireborough Children's Services
- School based counsellors
- Occupational therapist
- Physiotherapist
- CAMHS
- Leeds Inclusion and Advice Team
- Children's Social Work Service
- SENSAP
- Paediatrician
- Attendance Improvement Officers
- Mindmate Support Team
- Aireborough Cluster
- Nursing Team
- DAHIT
- Visual Impairment Team

Accessibility Information

Our setting is committed to ensuring all pupils including those with SEND are able to access a broad, balanced and inclusive curriculum. We strive to remove barriers to learning and participation by making reasonable adjustments in line with the Equality Act (2010). The school site is designed to be as accessible as possible. This includes step-free access to key areas, accessible toilet facilities, and where necessary, adaptations to support pupils with mobility needs.

Risk assessments are conducted to ensure that all pupils can safely access classrooms, communal areas, and outdoor spaces.

Complaints Procedure

If there any complaints relating to the provision for the children with SEND, then these will be dealt with in the first instance by the class teacher and SENDCO then if unresolved, by the head teacher. The governor with specific responsibility for SEND may be involved if necessary. This is currently Peter Marsh.

Who can I contact for further information?

If you are considering applying for a place at Rawdon St Peters C of E Primary School, please contact the school office team who will be happy to answer any of your questions or to make an appointment to show you around school.

For further information you can also contact the Head Teacher, Miss Lynette Clapham or the SENDCO Mrs Jay Oliver via the school office.

You can also find further information about the Leeds Local Offer and services available for children with SEND and their families by visiting the following website.

www.leedslocaloffer.org.uk

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