



Armley Park

Primary School

Special Educational Needs and Inclusion Policy

July 2026

Inclusion Statement:

Armley Park Primary School is a fully inclusive school where diversity is celebrated and we endeavour to achieve maximum inclusion of all children, including vulnerable learners.

As a core part of our inclusive ethos we welcome and celebrate the linguistic and cultural diversity within our school. We view all pupils as unique individuals and focus on promoting their holistic development in order to achieve their true potential. We create a welcoming, nurturing and enriching environment to enable all learners to feel a sense of belonging in order to thrive. We aim to apply consistency across school in various ways to promote pupils' feelings of safety and security, where they feel valued. To ensure all children have access to a rich, broad school curriculum, teachers apply 'adaptive teaching' strategies, alongside elements of differentiation. We have high expectations of all pupils and remove barriers to learning wherever possible.

Aims and Objectives:

The primary aims of our SEND policy and practice are:

- **Accessible curriculum:** To provide curriculum access for all through a knowledge-rich and broad curriculum, where barriers to learning are minimised. We focus on 'essential learning' across the curriculum with a strong emphasis on vocabulary development.
- **High Achievement:** Securing high levels of achievement for every pupil.
- **Meeting Individual Needs:** Addressing specific individual needs through a diverse range of provision and accessibility.
- **Holistic Well-being:** Promoting children's self-esteem and emotional well-being while helping them form and maintain respectful relationships.
- **Celebrating Diversity:** We welcome and celebrate the linguistic and cultural diversity brought by pupils with English as an Additional Language (EAL), respecting and reflecting this diversity in our environment and curriculum.
- **Participation and Satisfaction:** Attaining high levels of participation and satisfaction from pupils, parents, and carers.
- **Staff Expertise:** Maintaining a high level of staff expertise to meet pupil needs through targeted continuing professional development.
- **Collaborative Partnerships:** Working in a cooperative, multi-professional partnership with the Local Authority and outside agencies to meet the needs of all vulnerable learners.

Identifying and Assessing SEND:

We believe that children's needs should be identified and met as early as possible.

What is SEND? A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

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

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools. (SEND Code of Practice 2015)

Definition of Disability Many children and young people who have SEN may have a disability under the Equality Act 2010—that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. (SEND Code of Practice 2015). The role of a SENDCo is to oversee provision for both SEN and disabilities.

SEND and Inclusion Policy July 2026

Identifying SEND in multilingual learners can be more challenging. Learning English as an Additional Language does not mean a child has SEND. Multilingual children, who are learning EAL may need targeted support in order to achieve and make progress. Staff in school are aware of this distinction and monitor EAL learners carefully. There are, however, learners who are learning EAL and also have underlying SEND. Early identification of these pupils is key to providing the targeted and specialist support necessary.

The Four Waves of Support

We use a graduated "Assess, Plan, Do, Review" cycle to make sure every child gets the right help at the right time.

We feel strongly that children learn best within their classroom environment alongside their peers. We aim to provide the majority of our support through adaptations to whole class teaching where possible, with out of class interventions kept to a minimum with the exception of highest tariff learners.

Wave 1: Universal Provision

This is high-quality teaching available to all children, involving whole-class adaptations during lessons.

- **Early Identification:** Needs are identified early through data analysis, teacher observations, classroom assessment, and parent feedback.
- **Adaptive Teaching:** Teachers adjust their methods, materials, and the learning environment to support every child within the mainstream classroom.
- **Inclusive Environment.**

Wave 2: Targeted Support

This stage involves more targeted classroom adaptations and structured, evidence-based interventions for children who need help "additional to" or "different from" the standard curriculum. Many of our EAL and vulnerable learners receive targeted support as part of whole class teaching groups.

- **Targeted support within Classroom:** Further adaptations to methods, materials or learning environment. Elements of differentiation to support inclusion.
- **Small Group Work:** Targeted support often takes the form of time-limited group interventions led by teachers or teaching assistants.
- **Regular Monitoring:** Through termly pupil progress meetings and SEND reviews.

Wave 3: Individualised Support

For children whose needs remain significant despite targeted support, provision becomes highly personalised.

- **Individual Plans:** We create "Individual Provision Maps" (IPMs) to outline strengths and strategies to support these individual pupils. These focus on their underlying learning hurdles and outline the provision in place to support.
- **Expert Input:** We will involve professionals like speech therapists, educational psychologists or the Inclusionary Advisory Team.
- **Specialised Interventions:** Support may include high-level staffing support funded initially from the school's notional budget up to £6,000.

SEND and Inclusion Policy July 2026

Armley Park Primary School - Individual Provision Map

Name:	Primary Need:	Year:	Last Updated:
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My Pupil Passport		
Communication	Photograph	Learning
Strengths/Special Interests		Play/Social Skills
Self Help/Independence Skills	Food & Drink	Medical/Safety Management



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Armley Park Primary School - Individual Provision Map

Name:	Primary Need:	Year:	Last Updated:
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Strengths:	Strategies
Links to recent & relevant documents:	Other agencies currently involved:
Attainment:	
ECHP: Yes / No / In Progress	Annual Review Date:

Armley Park Primary School - Individual Provision Map

Name:	Primary Need:	Year:	Last Updated:
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[Provision Map Advice](#) [Reading Provision Map](#) [Writing Provision Map](#) [Maths Provision Map](#) [SENH Provision Map](#) [Autism Provision Map](#)

Universal Provision (Wave 1)	Additional Provision (Wave 2)	Additional Provision (Wave 3)



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Wave 4: Specialist Support (EHCP)

For children with significant, severe, and sustained needs, we move to statutory support.

- **EHCP: An Education Health and Care Plan (EHCP)** guarantees a nationally defined Specialist Provision Package.
- **Annual Reviews:** A formal meeting is held every year with parents and professionals to check progress and update the plan.
- **Specialist Settings/Bases:** Support may be delivered in mainstream classrooms, an in-school enhanced provision (our Rainbow Room), or a specialist setting may be requested as part of the process when receiving a plan or reviewing a plan.

SEND and Inclusion Policy July 2026

Reviews:

Individual provision maps are reviewed termly, usually between SENCo & Class Teachers. Parents are warmly invited to contribute to termly reviews.

Armley Park Primary School - Individual Provision Map

Name:	Primary Need:	Year:	Last Updated:
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Review of progress:

Summer Term Review	
Date:	Attendees:
Success/Progress	• • •
Challenges	• • •
Next Steps / Actions:	• • •

EHCPs are reviewed annually, with parents, class teachers and the SENDCo supporting this process.

Key Staff Roles

The Head Teacher

- Responsible for monitoring and evaluating the progress of all pupils and making strategic decisions to maximise learning opportunities.
- Delegates day-to-day implementation of this policy to the SENDCo.
- Stays informed of vulnerable learner progress through tracking data, progress meetings, and discussions with parents and the SENDCo.

The SENDCo

- Oversees the day-to-day operation of this policy.
- Coordinates provision, advises teachers, and manages classroom staff supporting vulnerable learners.
- Liaises with parents and outside agencies to ensure a multi-professional approach.
- Implements Annual Reviews and carries out referral procedures for High Needs funding or EHCP assessments.

The Class Teacher

- Identifies vulnerable learners and those underachieving who need interventions monitored on the provision map.
- Secures good outcomes by providing adapted teaching and learning opportunities.
- Ensures children with SEND have adequate opportunity to work on agreed targets that are "additional to" or "different from" standard provision.
- Effectively deploys resources, including teaching assistant support, to maximise outcomes.

Securing Expertise and Equipment

- **Specialist Expertise:** Advice is commissioned from the open market, with service level agreements and quality assurance criteria in place.
- **Staff Training:** All staff are trained to support vulnerable learners as part of the school development plan and annual schedule of CPD.
- **Equipment Funding:** The school funds specialist equipment or staffing up to £6,000 per annum per child. Costs beyond this are applied for through High Needs Block Funding.
- **Joint Commissioning:** Wherever possible, we join with other schools for joint purchasing or hire of specialist equipment and expertise.

Partnership with Parents, Pupils, and Transitions

Partnership with Parents/Carers

We aim to work in partnership by:

- Making parents feel welcome and giving them an active role in their child's education.
- Listening to parental concerns and instilling confidence that the school will act appropriately.
- Involving parents in drawing up and monitoring progress against targets for children with SEN.
- Providing information in an accessible way, including translations for EAL parents.

Involvement of Pupils

All pupils have the right to be involved in decisions.

- Pupils are encouraged to share their views about their education and identify their own needs.
- Where pupils are unable to share their views directly we collect their views based on observations of their likes, dislikes and strengths.

Effective Transition

- **Liaison:** The SENDCo liaises with a named contact at the next provider to share comprehensive information.
- **Early Planning:** Transition meetings are offered in the year before a pupil leaves (or in Summer Term of Year 5 for EHCP's) to plan for their next phase of education.
- **Transition Support:** Personalised transitions plans where appropriate which may include additional familiarisation visits to new settings.

Admission Arrangements and Complaints

- **Admission:** No child is refused admission on the basis of SEN, ethnicity, or language need. We take all reasonable steps to avoid discrimination against disabled children.
- **Complaints:** SEN-related complaints should be dealt with first by the class teacher and SENDCo, then the Head Teacher. If unresolved, issues should follow the Governors' general complaints procedure.

Links with Other Services

Effective working links are maintained with:

- Information on where the local authority's local offer is published.
<https://leedslocaloffer.org.uk/>
- Leeds Speech and Language Service: <http://www.leedscommunityhealthcare.nhs.uk/>
- Leeds City Council Educational Psychology Service <https://www.leedsforlearning.co.uk/Page/10544>
- Leeds City Council Inclusion Advisory Team <https://www.leedsforlearning.co.uk/Page/43251>

SEND and Inclusion Policy July 2026

- Leeds Children's Physio Therapy <https://www.leedsth.nhs.uk/services/childrens-physiotherapy/>
- Leeds Children's Occupational Health <https://www.leedsth.nhs.uk/services/childrens-occupational-therapy/>

Legislative Compliance

This policy complies with:

- **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64).**
- **SEND Code of Practice 2015.**
- **Equality Act 2010.**
- **Children and Families Act 2014.**
- **Education Inspection Framework (EIF)**
- **The National Curriculum (2013/2026 update).**

SEND and Inclusion Policy July 2026

This SEND & Inclusion Policy was adopted by Armley Park Primary School on

Chair of Governors – Ben Tummons		
Signature:		
Frequency of review:	2 years	
To be reviewed and approved by:	APPS Full Board	
Date of next review:	July 2028	

REVIEW RECORD

Date of review	Reason for review	Date of next review

Name:		Signature:	
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on behalf of APPS Full Board

Date of review	Reason for review	Date of next review

Name:			
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