Spring Bank Primary School
Policy Summary of SEND

Overview

At Spring Bank Primary School, we believe every child is unique, capable, and valued. Our SEND policy reflects our school's vision and values by ensuring **respect, collaboration and diligence** for students and families sit at the heart of everything we do. We are committed to identifying barriers to learning early and providing the right support so that all pupils, including those with Special Educational Needs and Disabilities (SEND), can thrive academically, socially, and emotionally. We follow national SEND guidance and work closely with Leeds City Council's **Local Offer** to make sure our support is high-quality, consistent and shaped around each child's individual needs. By working together with families, we ensure every child feels safe, confident, and able to achieve their very best.

Key messages

We are here to help. If you ever have concerns about your child's progress, communication, behaviour, or well-being, please reach out. We listen, we support, and we act.
Children's voices matter. We involve pupils in setting goals, sharing what helps them, and celebrating their achievements.
Support is personalised. Every child receives the support that is right for them. We do not expect all children to learn in the same way.
Early help makes a difference. When concerns are raised, we take them seriously and respond promptly.
You are not alone. We can connect you with helpful local services, professionals and independent support.

Identifying and supporting SEND need

Early identification: Teachers monitor learning closely and notice when a child may be finding things tricky. Parents can share concerns at any time.

Assess – Plan – Do – Review: This is our graduated approach:
Assess what the child needs through observations, assessments, and discussions. **Plan** support or adjustments with parents, pupils, teachers, and the SENCO.
Do put the plan into action through tailored teaching, interventions, small-group support, or specialist strategies.
Review progress regularly with families and adjust support as needed.

Working With Specialists: If a child needs more specialist input, we work with:

- Educational psychologists
- Speech and language therapists
- Health and social care professionals

Education, Health and Care Plans (EHCPs): If a child's needs are more complex, we may work with parents to request an EHCP assessment through Leeds.
Our goal is to ensure that every child receives the right support at the right time to be successful in school.

Useful Links

Leeds SEND Local Offer

SEND information and services:
https://leedslocaloffer.org.uk/#!/directory

Department for Education

SEND code of practice 2015:
https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf

Home About

Leeds SENDIASS

Independent advice for families:
https://www.leeds.gov.uk/children-and-families/parenting-support/sendiass

MindMate

https://mindmate.org.uk/