

Park Spring Primary School Special Educational Needs and Disability Information Report

January 2026



Key Questions	General	Specific Area Focus			
		Communication and interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical
What kind of Special Educational needs does Park Spring Primary make provisions for?	<p>Park Spring Primary is a mainstream school. The provision we make for SEND pupils within our school reflects the high expectations we have for our pupils. We ensure that all pupils with SEND receive their entitlement to a broad, balanced and adapted curriculum enabling them to develop their potential. In some circumstances, an appropriate differentiated curriculum may be provided.</p> <p>Park Spring Primary offer some whole school and universal provisions which support all pupils</p>	<p>Neurodiversity displays to celebrate diversity expectations</p> <p>Structured approach to vocabulary teaching</p> <p>Widget used in displays and in scaffolds</p> <p>Talk frames Questioning models</p> <p>'Vocab-busting' and inference resources staff trained</p> <p>Zones of Regulation</p> <p>Colourful semantics</p> <p>All staff 'AET level 1' training</p> <p>Key vocabulary with images displayed in classes (Tiers 1, 2, 3)</p> <p>Pre/post teaching of topic language (word aware approach)</p> <p>Consistent positive choices display in every class</p> <p>Clear routines for breaktime transitions</p>	<p>Curriculum is sequenced so that all pupils can access subsequent learning; reviewed regularly to meet the needs and strengths of current cohorts</p> <p>Subject specific guidance on inclusive lessons, environments and teaching considerations</p> <p>All staff trained on synthetic phonics programme (Little Wandle)</p> <p>Coaching sessions regularly embedded</p> <p>White Rose Maths scheme: Reception-Year 6 (NCTEM Mastery curriculum)</p> <p>Planned deployment of Teaching Assistant across school</p> <p>Key vocabulary with images displayed</p> <p>Daily, differentiated reading fluency</p> <p>Seating plans</p> <p>Visual timetable</p> <p>Adaptive planning</p> <p>Utilise '5 a Day evidence-based strategies identified as effective, in supporting pupils with SEND:</p> <ul style="list-style-type: none"> ▪ Explicit instruction ▪ Visual and written scaffolds/concrete representations ▪ Metacognitive strategies ▪ Assistive technology (remove barriers to written transcription & reading) ▪ Flexible grouping 	<p>Inclusion displays to celebrate diversity</p> <p>Connect before you correct: Whole school Relationship & Behaviour policy- restorative approach</p> <p>Consistent set of whole school rules displayed throughout school</p> <p>Zones of Regulation</p> <p>Reward system with weekly class prizes (star of the week, Class Dojo, Recognition boards, attendance rewards)</p> <p>SLT presence at lunchtime transitions</p> <p>Engaging curriculum accessible to all</p> <p>Team Teach de-escalation training for all classroom-based staff</p> <p>Worry Boxes</p> <p>Zones of regulation (scripts and displays in all classes)</p> <p>Consistent positive choices display</p> <p>Seating plans</p> <p>Visual timetable</p> <p>EEF 5 a day integrated into QFT (ensuring adaptions remove barriers to learning)</p>	<p>Inclusion displays to celebrate diversity</p> <p>Spaces to relax in school</p> <p>Engaging outdoor space (wooded area, garden)</p> <p>Pencil graspers/writing slopes</p> <p>Assistive technology</p> <p>Sensory activities e.g. kinetic sand</p> <p>Sensory equipment e.g. wobble cushions, resistance bands</p> <p>Fiddle toys available</p> <p>Planned movement breaks</p> <p>Seating plans</p>

Park Spring Primary School Special Educational Needs and Disability Information Report

January 2026



How will staff at Park Spring Primary School know if my child needs extra help?	<p>In many cases, pupils join us with their needs already assessed. All pupils are assessed when they enter our school body, so that we can build upon their prior learning. Every pupil in School is assessed regularly throughout the term (formative and informal summative assessments) and their progress is tracked through termly pupil progress meeting involving the class teacher and members of SLT. In addition, for pupils with SEND, termly review meetings are held. Park Spring Primary works closely with a number of outside agencies, seeking their advice where required. These agencies include Education Psychologists (EPs), Inclusion Advisory Team (formally SENIT), Speech and Language Therapy (SALT), occupational therapy (OT), Physiotherapists. Child and Adolescent Mental Health Service (CAMHS), Visually impaired support team (VI), The Meadows Behaviour Support, Social Care, Deaf and Hearing Impaired (DAHIT), Pudsey and Bramley Cluster, School Nurse, The Mindmate Support Team</p>	Communication and interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical
What should I do if I think my child may have a Special Educational Need or Disability	<p>The school works closely with parents in the support of their pupils. We encourage an active partnership through ongoing dialogue with parents to be part of their children's learning journey and therefore, if you have concerns, we encourage you to contact the class teachers:</p> <p> nursery@parkspringprimary.co.uk reception@parkspringprimary.co.uk year1@parkspringprimary.co.uk year2@parkspringprimary.co.uk year3@parkspringprimary.co.uk year4@parkspringprimary.co.uk year5@parkspringprimary.co.uk year6@parkspringprimary.co.uk </p>	Communication and interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical

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January 2026



What kind of support is available at Park Spring Primary?	<p>Teachers adapt learning to meet the needs of all learners through Quality First Teaching. As part of the regular assessment process, some pupils will access small group interventions or individual targeted intervention which will be documented on their IPM. This may draw upon specialist advice from outside agencies.</p>	<p>Please refer to the whole school Provision Map (appendix 1 at the end of this document)</p>								
How are the school's resources allocated and matched to pupils' Special Educational Needs and Disabilities?	<p>The SEND budget is managed by the School Leadership Team. Resources are allocated on a needs basis and decisions are made based on EHCP requirements, termly tracking and assessment data. Where pupils are identified as requiring additional SEND Support, provision will be reviewed during termly IPM Review Meetings which are usually held at Family Consultation Days and at the End of Year Report. Early reviews can occur when the need requires.</p>	<p>Please refer to the whole school Provision Map (appendix 1 at the end of this document) to see where the school's SEND budget is spent.</p>								
How will Park Spring Primary involve my child in their decisions regarding their provision?	<p>Pupils are involved at an appropriate level in setting targets. Pupils who are on the SEND register are invited to contribute to their IPMs by attending review meetings or having their 'Pupil Voice' gathered prior to the meeting</p>									
How will Park Spring support my child to access the range of activities available to pupils?	<p>Teachers adapt learning activities, so they are accessible to all learners as part of their lesson planning. Where pupils require specific resources, additional adult support or adaptations to the learning environment, this will be documented through their Individual Provision Map which is updated by Class Teachers each term. Extra-curricular clubs and School trips are open to all pupils.</p>	<table border="1"> <thead> <tr> <th>Communication and interaction</th> <th>Cognition and Learning</th> <th>Social, Mental and Emotional Health</th> <th>Sensory and/or Physical</th> </tr> </thead> <tbody> <tr> <td> Pre-teaching vocabulary Pre-tutoring of key concepts and vocabulary Use of visual time-tables Use of visual aids </td> <td> Pre teaching vocabulary Pre reading key texts/concepts Same-day intervention with class support staff Phonics Little Wandle Catch up Reading fluency Project Handwriting intervention Spelling intervention </td> <td> Social stories Social skills/turn taking interventions Key adult - break and lunch times Zones of regulation intervention Key adult check-ins Meet and greet Launch into Learning </td> <td> Fine motor skills intervention Planned time in outside environment Deaf friends Ear defenders Adapted furniture Assistive technology Alternative break and lunchtime social interaction groups Personalised workstations Time out and designated spaces </td> </tr> </tbody> </table>	Communication and interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical	Pre-teaching vocabulary Pre-tutoring of key concepts and vocabulary Use of visual time-tables Use of visual aids	Pre teaching vocabulary Pre reading key texts/concepts Same-day intervention with class support staff Phonics Little Wandle Catch up Reading fluency Project Handwriting intervention Spelling intervention	Social stories Social skills/turn taking interventions Key adult - break and lunch times Zones of regulation intervention Key adult check-ins Meet and greet Launch into Learning	Fine motor skills intervention Planned time in outside environment Deaf friends Ear defenders Adapted furniture Assistive technology Alternative break and lunchtime social interaction groups Personalised workstations Time out and designated spaces
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Park Spring Primary School Special Educational Needs and Disability Information Report

January 2026



How will I know about the support my child is receiving and how they are doing?	<p>All parents are invited to attend Family Consultation Days twice a year. This is an opportunity to discuss your child's progress with their Class Teacher who can offer you advice about supporting your child's learning at home. In addition to this, parents of children who are on the SEND register are invited to meet with the SENDCOs, Nils Hansen and Claire Thorson, at Family Consultation Days. There is also a drop in session to meet the for parents whose child is not on the SEND Register. Any parent who would like help to support their child's learning can contact the Class Teacher, who will seek advice and support from the SENDCOs if necessary.</p> <p>Should you wish to speak to the SENDCO after initially speaking with the Class Teacher, contact the SENDCOs on sencoteam@parkspringprimary.co.uk</p> <p>All pupils with SEND have an IPM to outline their provision. This is updated at three points of the year and should be reviewed with you. Copies of these can be obtained from the Class Teacher</p>	
How will Park Spring Primary help me to support my child's learning?	<p>All parents are invited to attend Family Consultation Days twice a year. This is an opportunity to discuss your child's progress with their Class Teacher who can offer you advice about supporting your child's learning at home. In addition to this, parents of children who are on the SEND register are invited to meet with the SENDCOs, Nils Hansen and Claire Thorson, at Family Consultation Days. There is also a drop in session to meet the for parents whose child is not on the SEND Register. Any parent who would like help to support their child's learning can contact the Class Teacher, who will seek advice and support from the SENDCOs if necessary.</p> <p>Should you wish to speak to the SENDCO after initially speaking with the Class Teacher, contact the SENDCOs on sencoteam@parkspringprimary.co.uk</p> <p>SENDIAS provides support for any parent and carers of pupils with SEND : Contact them on 0113 378 5020.</p>	

Park Spring Primary School Special Educational Needs and Disability Information Report

January 2026



How accessible is the school environment?	<p>All classrooms are accessible with stair free access. There is a lift available to those who require it. There are disabled toilets and a fully fitted care suite. The school regularly audits accessibility. Please refer to the school's Accessibility and Equalities policies.</p>	Communication and interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical
<p>Who can I contact for further information?</p>	<p>In the first instance, please contact the class teachers:</p> <p>nursery@parkspringprimary.co.uk reception@parkspringprimary.co.uk year1@parkspringprimary.co.uk year2@parkspringprimary.co.uk year3@parkspringprimary.co.uk year4@parkspringprimary.co.uk year5@parkspringprimary.co.uk year6@parkspringprimary.co.uk</p> <p>SENDCOs Claire Thorson and Nils Hansen sencoteam@parkspringprimary.co.uk</p> <p>Head Teacher Mrs Horan office@parkspringprimary.co.uk</p>				

Park Spring Primary School Special Educational Needs and Disability Information Report

January 2026



How are staff trained to support my child's needs?	Park Spring Primary is committed to the Continued Professional Development of staff. Five days per year are dedicated to staff training and this provides an opportunity to raise awareness of specific needs and effective support. In addition to this weekly training sessions are held as required to develop understanding and expertise of specific needs.	Communication and interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical
		<p>Makaton training</p> <p>Time to Talk</p> <p>Nessy</p> <p>SALT training sessions</p> <p>Colourful semantics</p> <p>Tier 1 AET autism training (all staff)</p> <p>Tier 2 AET autism training (key staff)</p> <p>Tier 3 AET autism lead practitioner in school</p> <p>Mentoring Training</p> <p>Pupil Voice Training</p> <p>Lego Based Support Group Training</p> <p>Intensive interaction</p>	<p>Reading fluency project training</p> <p>Early reading fluency model training</p> <p>Phonological awareness training</p> <p>Little Wandle phonics Training</p> <p>Maths Hub training</p> <p>South Warwickshire Fine motor skills training</p>	<p>Trauma informed Practice training</p> <p>Zones of Regulation Training</p> <p>Support from Area inclusion partnership</p> <p>Support from the inclusion support team</p>	<p>Occupational Therapy</p> <p>Physiotherapy</p> <p>School Nursing Team</p> <p>Moving and handling training</p> <p>Condition specific training</p>

Park Spring Primary School Special Educational Needs and Disability Information Report

January 2026



How will Park Spring Primary prepare and support my child when joining, transferring to another class, Key Stage or school?	<p>Home visits/ calls and a staggered start in small groups are arranged for all pupils starting in Nursery and Reception class. For those pupils who have already been identified as having additional needs, transition meetings will be arranged involving the parents and outside agencies.</p> <p>At the end of year, the Class Teacher meets with the next teacher to hand over class information, including SEND information. If needed, transition booklets are created for pupils moving from one year group to the next.</p> <p>Transition meetings will be arranged for pupils leaving Year 6 with the Secondary schools where the Class Teacher and SENDCo will share relevant information to support this move.</p>	
What do I do if I am not happy with the provision being made for my child?	<p>We encourage parents to be part of their children's learning journey therefore, if you have concerns, please contact the Class Teachers in the first instance. You may also wish to book an appointment with the SENDCOs (Claire Thorson and Nils Hansen). This can be done by emailing sencoteam@parkspringprimary.co.uk.</p> <p>We have a SEND governor, Natalie Best who is willing to talk to parents if required.</p>	
Where can I find out about the support available for pupils with SEND within Leeds?	<p>The Leeds Local Authority Local Offer can be found at www.leedslocaloffer.org.uk</p> <p>You can also contact SENDIAS for support on 0113 378 5020</p>	

Park Spring Primary School Special Educational Needs and Disability Information Report

January 2026



Glossary:

SEND	Special Education Needs and Disabilities
QFT	Quality First Teaching
EEF 5 a day	Education Endowment Fund 5 principles for quality first teaching
SLT	Senior Leadership Team
SALT	Speech and Language Therapist
EP	Educational Psychologist
SIMS	School Information Management System
ABC	Antecedent, Behaviour, Consequence
OT	Occupational Therapist
SENDCO	Special Education Need / Disability Coordinator
IPM	Individual Provision Map
SENDIAS	SEND Information, Advice and Support Service

Park Spring Primary School Special Educational Needs and Disability Information Report

January 2026



Appendix 1 Park Spring Primary School Whole School Provision Map.

Social Emotional & Mental Health		Communication & Interaction		Cognition & Learning		Sensory and/or Physical & Medical	
Universal	Whole School	Universal	Whole School	Universal	Whole School	Universal	Whole School
Universal	Whole School	Universal	Whole School	Universal	Whole School	Universal	Whole School
	<ul style="list-style-type: none"> Inclusion displays to celebrate diversity Connect before you correct: Whole school Relationship & Behaviour policy- restorative approach Consistent set of whole school rules displayed throughout school Zones of Regulation Reward system (star of the week, Class Dojo, Recognition boards, attendance SLT presence at lunchtime transitions Engaging curriculum accessible to all Outdoor Play and Learning (OPAL) Team Teach de-escalation training for all classroom-based staff Trauma Informed Practice 		<ul style="list-style-type: none"> Neurodiversity displays to celebrate diversity expectations Structured approach to vocabulary teaching Widget used in displays and in scaffolds Talk frames Questioning models 'Vocab-busting' and inference resources staff trained Zones of Regulation Colourful semantics All staff 'AET level 1' training 		<ul style="list-style-type: none"> Curriculum is sequenced so that all pupils can access subsequent learning; reviewed regularly to meet the needs and strengths of current cohorts Subject specific guidance on inclusive lessons, environments and teaching considerations All staff trained on synthetic phonics programme (Little Wandle) Coaching sessions regularly embedded White Rose Maths scheme: Reception-Year 6 (NCTEM Mastery curriculum) Planned deployment of Teaching Assistant across school 		<ul style="list-style-type: none"> Inclusion displays to celebrate diversity Spaces to relax in school Engaging outdoor space (wooded area, garden)
Targeted	Classroom	Targeted	Classroom	Targeted	Classroom	Targeted	Classroom
	<ul style="list-style-type: none"> Worry Boxes Zones of regulation (scripts and displays in all classes) Consistent positive choices display Seating plans Visual timetable EEF 5 a day integrated into QFT (ensuring adaptions remove barriers to learning) 		<ul style="list-style-type: none"> Key vocabulary with images displayed in classes (Tiers 1, 2, 3) Pre/post teaching of topic language (word aware approach) Consistent positive choices display in every class Clear routines for breaktime transitions Tabletop screens to reduce distraction 		<ul style="list-style-type: none"> Key vocabulary with images displayed Daily, differentiated reading fluency Seating plans Visual timetable Adaptive planning <p>Utilise '5 a Day evidence-based strategies identified as effective, in supporting pupils with SEND:</p> <ul style="list-style-type: none"> Explicit instruction Visual and written scaffolds/concrete representations Metacognitive strategies Assistive technology (remove barriers to written transcription & reading) Flexible grouping 		<ul style="list-style-type: none"> Pencil graspers/writing slopes Assistive technology Sensory activities e.g. kinetic sand Sensory equipment e.g. wobble cushions, resistance bands Fiddle toys available Planned movement breaks Seating plans
Personalised	<ul style="list-style-type: none"> Social stories Social skills/turn taking interventions Key adult - break and lunch times Zones of regulation (small group) Lego based support group Key adult check-ins Meet and greet Launch into Learning 	Personalised	<ul style="list-style-type: none"> Colourful Semantics group sessions Lego based support group Outdoor Play and Learning AET Level 2 trained Check-out club Tabletop screens to reduce distraction 	Targeted	<ul style="list-style-type: none"> Key adult check-ins Meet and greet Nurture lunch provision Visual support to access routines and learning Personalised timetable with individual reward system Mentoring Supported Movement Breaks Intensive interaction 	Personalised	<ul style="list-style-type: none"> Pre teaching vocabulary Pre reading key texts/concepts Same-day intervention with class support staff Phonics Little Wandle Catch up Reading fluency Project Handwriting intervention Spelling intervention
	<ul style="list-style-type: none"> Personalised timetable with individual reward system (coproduced with parents) Cluster emotional well-being support 1:1 adult support (break & lunch) Enhanced transition Individual Pupil Risk Assessment Supported Movement Breaks 		<ul style="list-style-type: none"> Early Reading Fluency model Alpha to Omega Personalised learning resource packs 		<ul style="list-style-type: none"> Adapted furniture Assistive technology Alternative break and lunchtime social interaction groups Personalised workstations Time out and designated spaces 		
Specialist	<ul style="list-style-type: none"> Area Inclusion Partnership Educational Psychology Team Speech and Language Inclusion Team 	Specialist	<ul style="list-style-type: none"> Traded Speech and Language STARS Educational Psychology Team 	Specialist	<ul style="list-style-type: none"> SENIT Educational Psychology Team Specialist teacher/assessor 	Specialist	<ul style="list-style-type: none"> DAHIT Occupational Therapy Team Physiotherapy Team VI Team