



Special Educational Need and Disability (SEND) Information Report for Hunslet Carr Primary School 2025 -2026

(Reviewed January 2026)

School Name	Hunslet Carr Primary School
Contact	<p>Hunslet Carr Primary School Woodhouse Hill Road Leeds LS10 2DN</p> <p>Telephone: 0113 271 3804</p> <p>Or via school website https://www.hunsletcarr.co.uk/contact-details.html</p>
Headteacher	Martin Lumb
INCLUSION TEAM: Inclusion Lead/SEND Coordinator (SENCO) SENCO Assistant/Support Staff Manager Pupil Premium Lead Relationship and Behaviour & Anti-Bullying Leader EAL Leader Autism Lead Practitioner Parent Support Advisor Attendance Officer Safeguarding Lead Officer & Child Looked After Coordinator Speech and Language Therapist Art Psychotherapist	<p>Donna Bedlow Elaine Boyce Martin Lumb Joanna Roberts Emma Bunce Paula Passey Lauren Dean Monique Bassue Andrew Hinchcliffe</p> <p>Jen Camplin (NHS traded contract) Gareth Hobson (Impact North)</p>
SEND Governor	Joanne Fields (New Dec 25)

Our Inclusive Vision



At Hunslet Carr Primary School, inclusion is at the heart of everything we do. We are committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), are welcomed, valued, and supported to achieve their full potential. Leaders and staff share high expectations for all pupils and work collectively to remove barriers to learning, participation, and wellbeing.

Our approach aligns closely with OFSTED's Inclusion Framework, ensuring that SEND provision is integral to school improvement, teaching quality, and safeguarding.

Identifying Special Educational Needs (SEN)

We aim take a proactive and graduated approach (Assess–Plan–Do–Review) to identifying SEND. Pupils may be identified through teacher observation, assessment data, pupil voice, parental concerns, or discussions with external professionals. Identification follows the graduated approach, ensuring needs are identified early and support is responsive and evidence-based. A diagnosis is not required for pupils to receive support.

Hunslet Carr Primary School SEND Identification Flowchart

Colour Key: Navy = Core SEND pathway, Light Blue = Support stages, Gold = Decision points



SEND Code of Practice references:

- Early identification – CoP 6.19–6.21
- SEN Support – CoP 6.36–6.38
- Assess–Plan–Do–Review – CoP 6.44–6.56
- EHC needs assessment – CoP 9.3–9.14

Contact details of SENCO

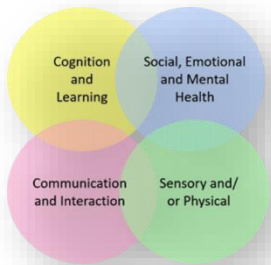


Our SENCO **Donna Bedlow**

Donna works in school on a **Monday, Tuesday, and Wednesday**. Parents can make contact on **0113 271 3804**, messages can be left with the inclusion team, calls will be returned promptly.

Arrangements will be made for a meeting where school will listen carefully to concerns and put appropriate actions in place, this may involve signposting to other professionals if necessary.

Areas of SEN



The SEND Code of Practice identifies four broad areas of special educational need. A child or young person may have needs in one or more of these areas.

1. Communication and Interaction

Children with communication and interaction needs may experience difficulties with understanding language, expressing themselves, or interacting socially with others. This area may include:

- Speech, language and communication needs (SLCN)
- Autism
- Difficulties with social communication, social understanding or social interaction
- Challenges with understanding instructions, conversation or non-verbal communication

2. Cognition and Learning

Children with cognition and learning needs may learn at a slower pace than their peers or have difficulties with processing, memory, attention or applying learning. This area may include:

- Moderate learning difficulties
- Specific learning difficulties such as dyslexia, dyscalculia or dyspraxia
- Difficulties with working memory, processing speed or organisation
- Challenges with acquiring and retaining new skills

3. Social, Emotional and Mental Health (SEMH)

Children with social, emotional and mental health needs may experience difficulties managing emotions, behaviour, relationships or mental wellbeing that affect their learning. This area may include:

- Anxiety
- Attention Deficit Hyperactivity Disorder (ADHD)
- Difficulties with emotional regulation
- Attachment-related needs
- Trauma or adverse childhood experiences
- Mental health needs that impact on learning

4. Sensory and/or Physical Needs

Children with sensory and/or physical needs may require additional support or adaptations to access the curriculum or school environment. This area may include:

- Sensory processing difficulties (e.g. sensitivity to noise, light or touch)
- Physical disabilities
- Medical needs
- Visual or hearing impairments
- Needs requiring specialist equipment or adaptations

Children may have needs across more than one area, and support is planned based on the individual child's strengths and needs, rather than a single label or diagnosis.

Supporting Pupils with SEND

Leaders ensure that pupils with SEND are supported through consistently strong, **adaptive teaching**. Teaching is designed and adapted so that pupils with SEND can access the same ambitious curriculum as their peers, with barriers to learning identified and addressed at the earliest opportunity.



Provision is structured as: **Universal** support for all pupils, **targeted** interventions for pupils requiring additional support and **specialist** and individualised provision for pupils with complex needs or EHCPs.

Examples of universal, targeted and specialist provision

Area of Need	Universal Support (High-Quality Teaching)	Targeted Support (Additional & Time-Limited)	Specialist Support (Highly Individualised)
Communication & Interaction	<ul style="list-style-type: none"> • Clear, concise adult language • Visual timetables and routines • Predictable classroom structures 	<ul style="list-style-type: none"> • Small group language intervention • Pre-teaching of key vocabulary • Adult modelling of interaction 	<ul style="list-style-type: none"> • Individual communication support plan • Alternative or augmentative communication systems • Specialist advice from Speech and Language Therapy
Cognition & Learning	<ul style="list-style-type: none"> • Scaffolded learning • Chunked instructions • Visual models and worked examples 	<ul style="list-style-type: none"> • Targeted literacy or numeracy intervention • Additional adult scaffolding in lessons 	<ul style="list-style-type: none"> • Individual learning targets linked to EHCP outcomes • Adapted curriculum and specialist resources
Social, Emotional & Mental Health	<ul style="list-style-type: none"> • Consistent routines and expectations • Emotion check-ins • Access to calm space within the classroom 	<ul style="list-style-type: none"> • Targeted regulation or wellbeing sessions • Social skills group 	<ul style="list-style-type: none"> • Individual support plan • Access to enabling or nurture spaces • Multi-agency involvement where appropriate
Sensory and/or Physical	<ul style="list-style-type: none"> • Flexible seating and movement breaks • Reduced sensory overload where possible 	<ul style="list-style-type: none"> • Targeted sensory tools or adaptations • Adapted equipment 	<ul style="list-style-type: none"> • Individual sensory support • Personalised equipment or specialist provision

Pupils identified with a SEN are supported through an **Individual Provision Map (IPM)**. IMPs provide a clear and shared understanding of the provision in place and enable leaders to evaluate the effectiveness of support. Provision is structured across Universal, Targeted and Specialist levels, ensuring that support is graduated, proportionate and responsive.

Example of an IPM

Individual Provision Map						
 <p>Description of Strengths & Needs</p>	Pupil Theo Walker DOB 1 Oct 2014	PP / CLA / PCLA / EAL / FFI Primary Need: Communication & interaction , Cognition & Learning, SEMH, S&/PN	DSL Involvement Yes/No	Year: 6 Group: Ash	Last updated 16th May 2025	
	Strengths - Include achievements, aspirations and successes <ul style="list-style-type: none"> Theo is a friendly boy who loves to make others laugh He is extremely nurturing towards younger children Theo likes to make people proud and is motivated by positive praise He is very honest and straight-talking Theo is able to follow established classroom routines and instructions (supported by visuals) Theo has secure friendships with 1 or 2 other children Theo loves to tell jokes and make people laugh Theo has an amazing general knowledge and his current special interest is, flags from around the world 		Needs <ul style="list-style-type: none"> Theo has a diagnosis of autism Quick guide Theo is working at a pre-KS standard in R/W/M. Theo has sensory sensitivities i.e. loud noises and crowded environment. See sensory profile He is very literal thinking and does not always understand sarcasm or peer 'banter' Routine and access to his key worker/trusted adults are important to reduce anxiety and allow him to feel safe Preparation time is needed for any known changes including staffing and trips Additional support is required with educational visits, e.g. support from an adult when crossing a road Theo can sometimes feel that things are unfair and can become dysregulated. He has accessed addition support for anxiety EBSNA Theo has a speech and language support plan Link 		Other documents/professional reports <ul style="list-style-type: none"> Attainment & Progress Summary Bsquared IPRA Support plan 	
Universal Provision			Additional Provision			
At review , please refer to resources to inform the provision of Autism						
Universal provision Current provision only. <ul style="list-style-type: none"> Key worker support throughout the day (HF) Whole class visual timetable Task board & timer in all lessons Whole class movement breaks e.g. stand up and wiggle, small exercises at desks Alternative ways to present answers/engage in discussions e.g. white boards, post-its, partner work with a trusted peer Consideration given to seating plan & choice of peer partner Differentiated work aligned with his strengths and interests Social Stories Timetabled sensory play Individual workstation in a low-arousal space (middle area) 			Targeted Current provision only: <ul style="list-style-type: none"> Access to the attendance bus on Monday, Tuesday and Wednesday Meet and greet in the morning to support transition, followed by a regulation activity e.g. a job for the teacher Sensory circuits linked to his individual sensory checklist and profile Nurture group (1/week) Pre and post-teaching in maths and literacy Literacy Gold (x3/week) Daily readers 			
			Personalised/Specialist Current provision only: <ul style="list-style-type: none"> SALT Weekly transition group (Impact North) CYP has had EHCP EHCP.			
This Individual Provision Map details how teachers will differentiate and support this student's learning needs within a continuum of provision from universal to targeted to personalised/specialist.						

Specialist Provision and Enabling Environments



We provide a range of enabling environments and nurture-based spaces to support regulation, wellbeing, and engagement. Access is carefully planned and reviewed to ensure pupils remain included in classroom learning wherever possible.

The Rainbow Room

The Rainbow Room is a specialist enabling environment at Hunslet Carr Primary School, designed to support pupils with complex SEND. It forms a key part of the school's inclusive offer and reflects leaders' commitment to ensuring that pupils with the most significant needs are able to access education in a safe, nurturing and highly structured environment. The provision is delivered by highly skilled staff and overseen by the SENCO alongside the Nursery Teacher, who is a specialist in SEND, ensuring strong leadership oversight, consistency of practice and regular evaluation of impact.

Pupils who access the Rainbow Room either have an Education, Health and Care Plan (EHCP) or are on the pathway towards an EHCP due to the complexity of their needs. The majority of pupils are non-speaking or minimally verbal autistic children who require highly personalised support to develop communication, regulation, engagement and independence. Children access a bespoke curriculum that is tailored to their developmental stage rather than chronological age and is underpinned by guidance from SENIT Developmental Journal (SENIT DJ). Leaders are also exploring additional assessment approaches, such as 'Stages not Ages', to further strengthen understanding of pupils' progress and next steps.

The Nurture Nest

The Nurture Nest is an enabling environment at Hunslet Carr Primary School designed to support pupils whose primary area of need is Social, Emotional and Mental Health (SEMH). Many pupils who access the Nurture Nest also present with additional needs, particularly in Communication and Interaction and Cognition and Learning. The provision forms part of the school's graduated approach to supporting pupils who experience significant barriers to learning, regulation and engagement within a mainstream classroom setting.

The Nurture Nest is led by a skilled Higher Level Teaching Assistant (HLTA) and supported by an additional experienced HLTA, both of whom have extensive experience of working with pupils with SEMH and complex needs. Pupils access the provision through individualised timetables, which are carefully planned and reviewed. Some pupils access the Nurture Nest on a full-time basis, others on a part-time basis, and some move flexibly between the Nurture Nest and their mainstream classroom depending on their strengths, needs and readiness to learn. The aim is to support regulation and engagement while maintaining inclusion within the wider school community wherever appropriate.



The Meadow

The Meadow is an alternative lunchtime provision at Hunslet Carr Primary School, designed to support pupils who find the busy and noisy environment of the main dining hall challenging. This calm, nurturing space enables pupils, including those with SEND, to eat their lunch in a quieter, more regulated environment alongside trusted adults. Access to The Meadow is planned based on individual need and supports pupils' emotional regulation, wellbeing and readiness to return to learning in the afternoon. The provision forms part of the school's wider approach to enabling environments, ensuring that reasonable adjustments are made to support inclusion and positive experiences of school throughout the day.

Education, Health and Care Plans (EHCPs)



Pupils with the most complex special educational needs are supported through **Education, Health and Care Plans (EHCPs)**. EHCPs are implemented through close collaboration between the SENCO, class teachers, support staff, parents and external professionals. Outcomes and provision detailed within EHCPs are translated into day-to-day practice through IMPs, personalised timetables and targeted support, ensuring provision is consistent, purposeful and closely monitored. Progress towards EHCP outcomes is reviewed regularly, with formal statutory annual reviews held and earlier reviews arranged where a pupil's needs change or provision requires adjustment.

Leeds is currently undergoing a SEND Transformation Programme, led by Leeds City Council, which is bringing together previous funding systems into a single EHCP-led process. As part of this transformation, the former **Funding for Inclusion (FFI)** system is being integrated into the EHCP pathway so that pupils no longer access two separate processes. Hunslet Carr Primary School works closely with the Local Authority throughout this transition to ensure pupils continue to receive appropriate support.

In line with Local Authority guidance, some pupils who previously received the highest levels of funding are being supported through a prioritised conversion process to EHCPs. Prioritisation is determined by the Local Authority and includes pupils who are looked after, subject to a child protection plan, or approaching a phase transfer. The SENCO works closely with families and the Local Authority to support pupils through this process, ensuring statutory requirements are met and provision remains in place throughout.

Monitoring, Review and Impact

The impact of SEND provision is measured through a combination of academic progress, engagement, wellbeing and participation. Class teachers are responsible for the ongoing monitoring of the progress of all pupils, including those with SEND, and use assessment information alongside daily observation to evaluate how effectively pupils are accessing learning. Impact is not measured solely through attainment levels; leaders also consider how pupils are presenting in school, including whether they are enjoying coming to school, attending regularly, engaging actively in their learning, and developing confidence and independence. This ensures that the impact of SEND provision is understood holistically and reflects pupils' lived experiences of school.

SEND provision is formally reviewed three times per year in line with the school's assessment calendar. Progress and outcomes for pupils with SEND are discussed during pupil progress meetings, where class teachers, the SENCO and senior leaders evaluate the effectiveness of provision and agree next steps. Assessment information is gathered using a range of tools appropriate to pupils' needs, including **BSquared** and **SENIT DJ's** where appropriate.

SEND support is also reviewed in partnership with parents through regular meetings and parents' evenings, where the SENCO is available to support discussions. This structured review cycle ensures that SEND provision remains purposeful and responsive, and that pupils with SEND continue to make good progress academically, socially and emotionally.

Working with Parents and Carers



At Hunslet Carr Primary School, leaders ensure that communication with parents of pupils with SEND is underpinned by clear statutory processes and regular review. For pupils with an EHCP, the school adheres to statutory requirements by holding at least an annual review, in partnership with parents, pupils (where appropriate) and relevant professionals. Where a pupil's needs change, or where provision requires adjustment, early or interim reviews are convened to ensure that support remains appropriate, responsive and aligned to the child's outcomes.

For pupils receiving SEN Support, provision is reviewed regularly as part of the graduated approach. Reviews take place in line with statutory guidance and the school's assessment calendar, ensuring that parents are involved in discussions about progress, impact and next steps. The SENCO is available to support these discussions, including during parents' evenings, and works closely with class teachers to ensure that decisions about support are timely, transparent and informed by evidence. This structured approach ensures that parents are well informed, statutory duties are met, and pupils with SEND continue to receive appropriate support to make good progress.

Pupil Voice



We are committed to creating an inclusive environment where pupils with SEND are encouraged and supported to contribute to decisions about their learning and support. We recognise that pupils' views, experiences and preferences are central to understanding their needs and ensuring that provision is meaningful, personalised and effective. As such, pupil voice is embedded within SEND processes across the school.

The pupil voice is captured during termly SEND **review meetings** and as part of **annual reviews** for pupils with an EHCP. Pupils are encouraged to share their thoughts about what helps them to learn, what they find challenging and what is important to them in school. Their views are used to inform Individual Provision Maps, learning plans and next steps.

Pupils with SEND are also encouraged to participate in the wider life of the school. SEND pupils are represented on the **School Council**, where they contribute to discussions and help shape developments and changes within the school community. Additional opportunities, such as mentoring and structured discussions with trusted adults, further support pupils to express their views in ways that feel safe and accessible.

A range of communication approaches is used to ensure that pupil voice is accessible to all. Tools such as **Talking Mats** are used to support pupils to express their views, particularly when contributing to learning plans, Speech and Language Therapy support plans or behaviour and regulation plans. For pupils who are non-speaking or who find it difficult to express their views verbally, detailed observations, alternative communication methods and supported interaction are used to identify pupils' interests, preferences and responses.

In addition, the SENCO regularly gathers pupil voice through **SEND-specific questionnaires** to better understand how pupils feel about school, what is working well for them, what they find challenging and what helps them to learn. This information is used by leaders to evaluate SEND provision and to ensure that pupils' experiences continue to inform planning, review and school improvement.

Role of the Governing Body



The Governing Body at Hunslet Carr Primary School plays an active role in supporting pupils with SEND and their families. Governors monitor SEND provision through termly meetings, regular updates from the SENCO and senior leaders, and review of progress, outcomes and statutory compliance. This ensures that SEND remains a key priority within the school's strategic oversight.

Governors also attend relevant SEND training and courses to strengthen their understanding of inclusion and their monitoring role. The Governing Body has recently appointed **Joanne Fields** as the SEND link governor, who will work closely with the SENCO to provide additional challenge and support, ensuring that SEND provision is effective, inclusive and aligned with the school's values and priorities.

Emotional Wellbeing and Regulation

ZONES OF REGULATION

BLUE ZONE

GREEN ZONE

YELLOW ZONE

RED ZONE

We adopt **trauma-informed** approaches to support emotional wellbeing. Pupils are supported through trusted relationships, regulation strategies, and access to calm spaces.

Leaders recognise that improving outcomes for pupils with SEND requires a coordinated, multi-disciplinary and safeguarding-informed approach. In addition to high-quality adaptive teaching and targeted SEND provision, the school works closely with specialist professionals to address communication needs, emotional wellbeing and wider vulnerabilities that may impact on learning. The school employs a **Speech and Language Therapist** for two days per week, who works across the school to support pupils with communication and interaction needs, contribute to assessment and planning, advise staff, and deliver targeted interventions. This ensures that support for pupils with SEND is timely, consistent and closely aligned to classroom practice and individual outcomes.

The school also commissions an **Art Psychotherapist**, who works with pupils and families to support SEMH needs that may affect engagement, behaviour and readiness to learn. This therapeutic support is integrated into pupils' wider SEND provision and is overseen by the Inclusion Team to ensure it is purposeful, reviewed and linked to IMP's and, where applicable, EHCP outcomes. The SENCO works collaboratively with specialist staff to monitor impact and ensure provision remains responsive to pupils' needs.

Safeguarding and SEND are closely aligned at Hunslet Carr Primary School. The **Designated Safeguarding Lead (DSL)** works alongside the SENCO and the **Parent Support Officer**, both of whom are trained in the Early Help Plan process, to support pupils with SEND who may be experiencing additional vulnerabilities. The DSL plays a key role in identifying emerging concerns, coordinating support, and ensuring that pupils with SEND and their families receive timely and appropriate help. Early help processes are used proactively to support families at the earliest opportunity, reducing barriers to learning and promoting positive outcomes.

The school's **Community Hub** further strengthens outcomes for pupils with SEND by promoting strong partnerships with families. Through the Hub, the Parent Support Officer organises SEND-focused workshops and groups, including Flourishing Families, and parenting courses e.g. Cygnet, supporting parents to better understand their child's needs and the strategies in place at school. The Parent Support Officer and SENCO often act as a first point of contact for families, with needs frequently identified through stay-and-play sessions and parent groups. The Community Hub also provides practical support where required, helping to address wider factors that may affect attendance, engagement and learning. Leaders use this integrated approach to ensure that pupils with SEND are well supported, safeguarded and able to make positive progress.

Hunslet Carr Community Hub






Transitions



We recognise that transitions can present particular challenges for pupils with SEND. We place a strong emphasis on planning and supporting transitions carefully to ensure continuity, consistency and positive experiences for pupils as they move between classes, phases and educational settings. Transition support is planned on an individual basis and follows the school's graduated approach, with provision structured at universal, targeted and specialist levels depending on the pupil's needs.

Support for transition within school includes planned handovers between staff, opportunities for pupils to visit new classrooms, and the use of transition tools such as social stories, visual supports and individualised transition plans. Key information, IPM's, support plans and relevant assessment information, is shared to ensure that pupils receive appropriate support from the start of the new academic year. These approaches help pupils to feel safe, prepared and supported within new learning environments.

	<p>Transition beyond Hunslet Carr Primary School, including to Key Stage 3, specialist provision or alternative settings, is carefully planned and has been developed and refined over time. For pupils with more significant needs, transition support may include additional visits, enhanced transition programmes and access to targeted or therapeutic support. The school works closely with receiving schools and other professionals to ensure robust transition planning, particularly for pupils with an EHCP. Where appropriate, a detailed transition plan is written into EHCP outcomes to ensure that agreed actions are followed and that pupils are supported effectively through periods of change.</p>
<p>Staff Training and Expertise</p> 	<p>At Hunslet Carr Primary School, leaders place a strong emphasis on developing staff expertise to ensure that pupils with SEND receive high-quality, inclusive and effective support. The SENCO and Inclusion Leader achieved the National Award for SEN in January 2022 and continues to engage in ongoing professional development through Leeds for Learning. This includes regular participation in the South Leeds SEN Network meetings (three times per year) and attendance at the annual SEN conference, ensuring that SEND practice remains informed by current guidance and local priorities.</p> <p>The SENCO leads whole-school professional development to ensure staff confidence and consistency in inclusive and adaptive practice. SEND training is delivered through weekly staff briefings, dedicated SEND-focused INSET days, and additional staff meeting time planned strategically across the year and aligned to the school's assessment calendar. This ensures that all staff understand their responsibilities for pupils with SEND and are confident in adapting teaching to meet a wide range of needs.</p> <p>The school works closely with its Speech and Language Therapist, who supports staff development through training, modelling and supervision. As a result, staff have developed confidence in delivering speech and language groups and individual programmes. The therapist also offers regular supervision and drop-in sessions for both staff and parents, strengthening consistency between home and school.</p> <p>Staff knowledge is further strengthened through specialist training. The school has a Lead Autism Practitioner trained to Autism Education Trust (AET) Level 4, and a specialist SEND teacher in Nursery who is currently undertaking the new SEND National Professional Qualification (SEN NPQ).</p> <p>The school also has designated Mental Health First Aiders who support pupils' emotional wellbeing and provide additional capacity for early identification and support. Where additional expertise is required, the school seeks support from external agencies to upskill staff, including MindMate and the Inclusion Advisory Team (IAT). All staff complete statutory safeguarding training and are trained in Team Teach approaches to support positive behaviour and de-escalation. Teachers and support staff also have access to first aid training, with some staff holding paediatric first aid qualifications. This comprehensive approach ensures that staff are well-equipped to support</p>

	<p>pupils with SEND safely, confidently and effectively.</p>
<p>Accessibility</p> 	<p>The school is committed to ensuring that all pupils, including those with SEND, are able to access education, the school environment and wider school life. The school's Accessibility Plan sets out how barriers to learning and participation are identified and addressed in line with the Equality Act 2010. The plan is reviewed regularly and supports the school's wider commitment to inclusion and equality of opportunity.</p> <p>The Accessibility Plan outlines how the school works to:</p> <ul style="list-style-type: none"> • Increase access to the curriculum for pupils with SEND • Improve access to the physical environment of the school • Ensure information is available in accessible formats where required <p>This includes reasonable adjustments within classrooms, adaptations to teaching and learning, and the use of enabling environments to support access, regulation and engagement. The school's enabling environments, including specialist and nurture-based provisions and quieter spaces available throughout the school day, form an important part of the Accessibility Plan. These environments are used to remove barriers to access and support pupils with sensory, emotional and communication needs, ensuring that pupils with SEND are able to participate fully in learning and social opportunities.</p> <p>A copy of the Accessibility Plan is available on the school website, and parents and carers are encouraged to discuss accessibility arrangements with the SENCO where required.</p>
<p>Leeds Local Offer (LLO)</p> 	<p>The Leeds Local Offer provides information about services and support available for children and young people with SEND aged 0–25 and their families who live in Leeds. The Local Offer is designed to help families understand what support is available, how to access services, and how different agencies work together to support children and young people with SEND. It brings together information about education, health, social care and community services in one accessible place.</p> <p>Hunslet Carr Primary School is committed to working in partnership with parents and carers and actively promotes the Leeds Local Offer as a valuable source of information and support. The SENCO and Parent Support Officer signpost families to the Local Offer at key points, including when needs are first identified, during SEND review meetings and EHCP processes, and when families require additional guidance or external support. Information about the Local Offer is also shared through meetings, workshops and school communications to ensure parents</p>

are aware of the support available beyond the school setting.

Parents and carers can access the Leeds Local Offer online, where they will find up-to-date information about local services, support groups, short breaks, education provision and advice services. Families can also use the Local Offer to find details about SEND services across Leeds and how to make contact with relevant organisations. The school encourages parents to speak directly with the SENCO or Parent Support Officer if they would like support in accessing or understanding the information provided through the Leeds Local Offer.

<https://leedslocaloffer.org.uk/>

Complaints and Concerns



At Hunslet Carr Primary School, we value open and honest communication with parents and carers of pupils with SEND. We encourage parents to raise any questions, concerns or points they wish to discuss in the first instance with their child's class teacher or the SENCO, who will work in partnership with families to address concerns promptly and constructively. Many issues can be resolved through early discussion and collaboration.

If concerns cannot be resolved informally, parents may follow the school's formal Complaints Policy, which is available on the school website. Parents and carers also have the right to seek independent advice and support and can contact **SENDIASS** (Special Educational Needs and Disabilities Information, Advice and Support Service), who offer free, impartial and confidential advice to families of children with SEND. The school is committed to working positively with families to ensure that concerns are addressed and that pupils with SEND continue to receive appropriate and effective support.

www.leedssendiass.co.uk

