

A decorative border made of watercolor-style floral shapes in shades of orange, green, and blue, framing the central text.

# PARENTS OF BRAMHOPE SEN COFFEE MORNING

Friday 24th October 2025

## Ground Rules and Protocols for SEN Working Group

### 1. Safe Space for Discussion

This group is a safe and supportive space where all members are encouraged to discuss a wide range of SEN-related topics, including questions, experiences, and challenges.

Everyone's input is valued, and there is no such thing as a "silly" question. We are all here to learn from each other and to share knowledge.

### 2. Maintain Anonymity

To ensure privacy and respect confidentiality, no names of children, parents, or other staff members will be mentioned during discussions. When sharing experiences or examples, keep identifying details anonymous.

### 3. Positive and Constructive Atmosphere

Discussions should remain positive, constructive, and solution-focused. We aim to build one another up and create a supportive environment where feedback is given respectfully.

### 4. Equal Contribution and Collaboration

Each member of the group is encouraged to contribute, share their expertise, and offer solutions. Whether this is during the Q & A section of the morning or when you have some time to talk amongst yourselves over a coffee.

### 5. Welcoming and Inclusive Environment

The group should be friendly, welcoming, and inclusive. Making new members throughout the year feel comfortable by being open and approachable.

Acknowledging that we are all at different stages of diagnosis or are here because we have an interest in SEN.

Avoid judgment and focus on creating a space where everyone feels encouraged to share and participate.

By adhering to these ground rules and protocols, we will build a strong, collaborative community focused on improving support for SEN children and ensuring a positive environment for all of our parents and staff members.

# Outline of the Morning

Universal Provision - What does this include, what does this look like in the classroom , how are parents informed of what universal provision is happening for their child?

NFER / SATs - Formal test adaptations, what does this look like and the process of having this in place for your child.

**Updates from Leeds Local Authority**

# Universal Provision

Universal provision forms the foundation for all other provision or support in schools, colleges and other settings and comprises high quality teaching that is made available to all. This includes strategies, resources and adaptations to the curriculum and environment that teaching staff use to remove barriers to learning for children and young people (CYP).

Universal provision is based on inclusive approaches to teaching and learning which benefit all CYP but are essential for those with SEND. Reasonable adjustments for individual needs are made to ensure schools and settings are, for example, communication-friendly or adaptive for any sensory and physical needs that pupils may have.

An education provider's universal provision for all CYP , including those with SEND, should include:

- A broad, balanced and relevant curriculum with high engagement of pupils
- High quality teaching that is differentiated and personalised where possible
- High expectations of every pupil
- Ambitious targets based on appropriate assessment and dialogue with pupils and parents
- Potential areas of difficulty addressed and potential barriers to learning removed through the effective deployment of resources
- Regular assessment, monitoring and review of children and young people's development and progress

**Inclusive quality first teaching recognises that children and young people progress at different rates and have different ways in which they learn best.**

**Teachers set high expectations for every pupil and use a range of strategies to overcome any potential areas of difficulty.**

**The essential characteristics of quality first teaching include;**

- clear, well designed lesson plans**
- frequent opportunities to involve and engage with pupils**
- appropriate use of modelling, explaining and questioning for pupils to engage with higher levels of critical thinking skills**
- providing pupils with the chance to talk both individually and in groups**
- expectation that pupils will accept responsibility for their own learning and work independently.**
- using encouragement and (authentic) praise to engage and motivate pupils**
- pupils with SEND and other needs are included and make progress as the result of teacher-led, differentiated quality first teaching.**

**Where there is robust universal provision, some children will be identified to require additional support, or targeted provision, in order to make good progress.**

**It is important to remember that if the quality of universal provision is high, the need for targeted provision is likely to be less, as more of the pupils will have the majority of their learning needs met.**

**Ongoing strategies by teaching staff to meet the needs of all pupils, particularly those with SEND, are likely to reduce the need for multiple targeted intervention groups and allow pupils to learn in a more inclusive way.**

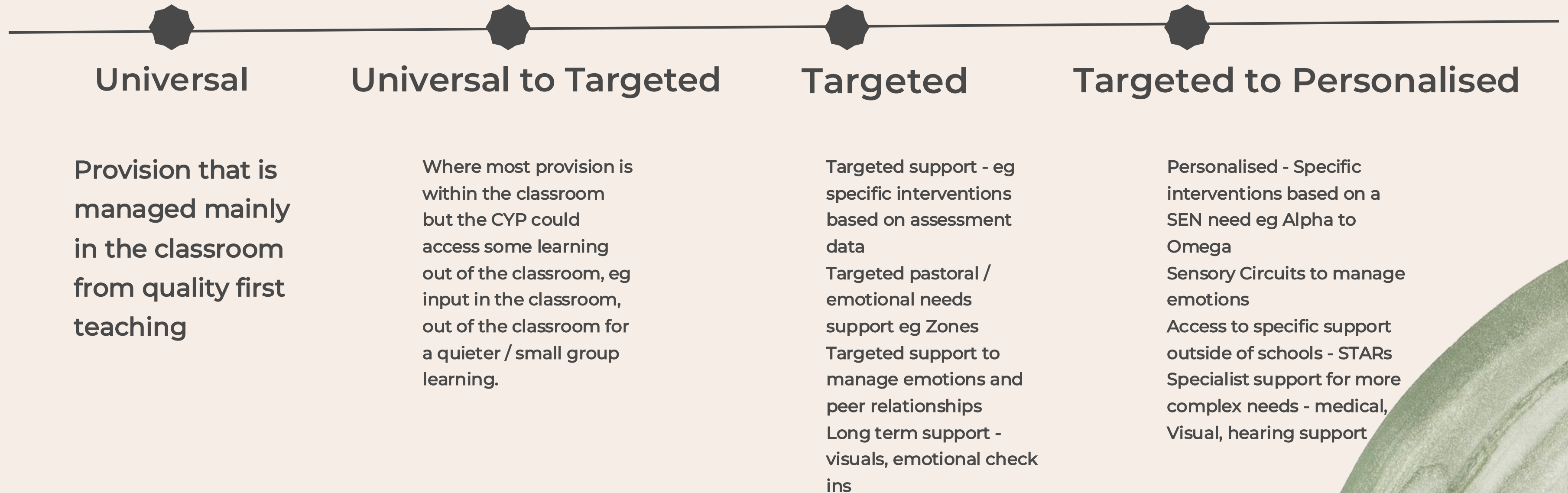
## **What does universal provision look like here at Bramhope?**

- Scaffolds for writing - sentence starters
- Pre printed resources to avoid cognitive overwhelm
- Concrete resources in class e.g. base 10
- Visuals
- Morning tasks
- Calm corners
- Dyslexia Friendly slides - print outs
- Transition support
- In class sensory support - ear defenders
- Lighting
- Brain breaks
- Spotlight children

# How do you know the universal provision that is in place for your child?

- Trust - even when the messages home might be different
- Curriculum Evenings
- IPM Documents - children on the SEND register - Where can you find this - Please have a look
- at the examples of the IPMs on the tables.

# Process from Universal to Targeted to Personalised.



# NFER and SATs

- What do assessment adaptations look like?
- How do we support our children in our formal assessments?
- What adaptations can our children have access to?



# SATS

As a year 6 team, alongside the SENCO, we will determine who required adjusted access arrangements, these have to be decided and inputted on to the government website by the end of March before the SATS papers are taken.

Possible adjustments include: additional time, early opening, prompts, scribe, transcribe, rest breaks, larger font, coloured paper.

Access arrangements are agreed **before an assessment**. They allow candidates with specific needs, such as special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do **without changing the demands of the assessment**. The intention behind an access arrangement is to **meet the needs of an individual candidate without affecting the integrity of the assessment**. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010\* to make ‘reasonable adjustments’.

Most adjustments need to be applied for and schools have to fulfil specific criteria in order to apply such adjustments.

The following adaptations are examples of what may be considered as facilitating access if they do not impact on any competence standards being tested:

- adapting assessment materials;
- assessment material in an enlarged format or Braille;
- assessment material on coloured paper
- British Sign Language (BSL);
- extra time
- modified language assessment material;
- prompter;
- reader;
- scribe;
- use of assistive software/technology;
- use of coloured overlays, low vision aids;
- use of a different assessment location;
- use of ICT/responses using electronic devices.

It is important to note that not all the adjustments (as above) will be reasonable, permissible or practical in some situations. The learner may not need, nor be allowed, the same adjustment for all assessments.

## Cognition and learning needs.

E.g. Learning difficulties or specific learning difficulties (such as Dyscalculia and Dyslexia)

Candidates with cognition and learning needs may require, for example:

- supervised rest breaks
- extra time
- a reader
- read aloud or an examination reading pen
- a scribe
- a prompter
- coloured overlays
- coloured/enlarged papers

## Communication and interaction needs

E.g. Autistic Spectrum Disorder (ASD),  
Speech, Language and Communication Needs (SLCN)

Candidates with communication and interaction difficulties may require, for example:

- supervised rest breaks
- extra time
- a reader
- a scribe

## Sensory and physical needs

E.g. Hearing Impairment (HI), Vision Impairment (VI), Multi-Sensory Impairment (MSI), Physical Disability (PD)

Candidates with sensory and physical needs may require, for example

- supervised rest breaks
- extra time
- a reader
- read aloud
- a scribe
  - Coloured papers
  - Writing slopes
  - Adjusted lighting
- Braille papers, modified enlarged and/or modified language paper

## Social, emotional and mental health needs

E.g. Attention Deficit Hyperactivity Disorder (ADHD), Mental Health Conditions

Candidates with social, emotional and mental health needs may require, for example

- supervised rest breaks
- extra time
- a reader
- read aloud
- a scribe
- a prompter
- separate space within school

# WHO TO CONTACT IN SCHOOL REGARDING YOUR CHILD'S SUPPORT.

Please contact your class teachers in the first instance. It is your class teachers who are adapting and writing individual ILPs and IPMs.

If you have a question or a referral that needs to come directly to me, please email on

[send@bramhopeprimaryschool.co.uk](mailto:send@bramhopeprimaryschool.co.uk)

# Local authority updates

# Local authority updates

- Following an increase in demands on service and workforce challenges resulting in a drop in statutory performance, Leeds City Council accessed its EHC assessment, plan, and annual review processes to identify key opportunities for change. The review has identified areas for improvement in the Council's communications, processes, support provided, and consistency in approaches.

<https://www.leedslocaloffer.org.uk/education/send-and-inclusion-transformation>

## Dan Barton, Deputy Director of Learning, Children and Families Directorate

### **Increasing support and capacity**

- The SEND Code of Practice states that Education, Health and Care (EHC) assessments must be completed within 20 weeks. Whilst the council has invested additional resources and is finalising more plans than ever, due to a range of factors EHC plans are not currently being issued within the expected timescales.

**As of September 2025 the average length of time taken is 54 weeks.**

- We are still experiencing a continued rise in demand for EHC needs assessments, and we know that this creates a delay for families seeking support. I want to reassure you that we are working hard to keep up with this increasing demand. By this point in the year, we have finalised over twice as many plans compared to the same time last year and we've also secured additional funding which will be invested into increasing extra capacity across services - including recruiting more Educational Psychologists and increasing our SENSAP team.

# Increasing support and capacity

- We know that every child waiting for an assessment has special educational needs and therefore additional vulnerabilities. To help with this, we will prioritise assessments based on things like:
  - Moving from nursery to primary school, or primary to secondary school
  - Children in care
  - Children on Child Protection Plans
  - Special Guardianship Orders (SGOs)
  - Not in education, employment, or training (NEET)
  - Severe attendance difficulties
  - Attending Alternative Provisions
  - Risk of permanent exclusion
  - Date of request

**You do not need to contact us to request prioritisation; we will use the information we already have.**

# Making better use of technology

- We're also changing the way we work by making better use of technology. New automation in panel processes is starting to reduce delays, giving families clearer and more consistent updates. The new parent/carer status form has also been well used, with over 180 submissions so far. This is helping us to keep families more informed during the assessment process, and we're really grateful to everyone who has taken the time to develop and use it.
- The form can be accessed on the Leeds City Council website under 'Check your application status': [Education, health and care needs assessments and plans | Leeds.gov.uk](#)

# Track your child's EHCNA application status

We have developed a new online form to help parents and carers check the progress of their child's Education, Health and Care Needs Assessment (EHCNA) application.

- This tool was created in response to feedback from families, who told us they wanted clearer and more accessible updates. It's part of our ongoing work to improve communication and make the EHCNA process more transparent.
- We tested the form with a group of parents and carers to make sure it's easy to use and works well. Their feedback is currently being reviewed and will help inform improvements to future communications with parents and carers.
- The form allows parents and carers to check the status of an application at any time, helping to reduce uncertainty and keep families informed.

## **To complete the form, you'll need:**

- your child's Synergy number - this is a unique 6 or 7 digit reference number used by Leeds City Council to match your child's record. You can find it on letters or emails from the SENSAP team, including the acknowledgement letter you received when your application was submitted
- your child's full name and date of birth (in the format DD/MM/YYYY)
- your email address (this must match the one we have on record as the main contact)
- If you can't find the Synergy number, or you think your contact details may be out of date, please email the SENSAP team at [SENSAP@leeds.gov.uk](mailto:SENSAP@leeds.gov.uk). Please include **"Synergy Number Request"** or **"Email Address Update"** in the subject line to help speed up the response.

## **What happens next**

Once you've submitted the form, we'll check the details you've provided. If they match what we have on record, you'll receive an email with the current status of your child's EHCNA application.

You can access the form on the [Leeds City Council website](#).

# Education, Health and Care (EHC) Multi-agency Panel

## Education, Health and Care (EHC) Multi-agency Panel

- As part of the SEND and Inclusion transformational changes, the new Multi-Agency EHCP Panel launched in September 2024 after a series of internal pilot panels helped refine its process. This panel meets weekly to review and make decisions on various aspects of the EHCP process, such as issuing plans, identifying needs and funding, and considering changes to placements. They also ensure the quality of EHCPs and manage transitions between local authorities. The panel, which meets virtually on Tuesdays, includes a diverse group of professionals such as educational psychologists, headteachers, and social care representatives.
- Key benefits of the EHCP panel include:
  - High-quality decision making by a multi-disciplinary group of professionals
  - Quality assurance provided by parent and carer support groups
  - Helping us meet statutory deadlines for decisions relating to EHCPs
  - Providing development opportunities for colleagues across relevant sectors

# Transitioning from Funding for Inclusion (FFI)

- Funding for Inclusion (FFI) provided extra support to children and young people with special educational needs and disabilities (SEND) within their learning environment without needing an Education, Health and Care Plan (EHCP). As part of the SEND and Inclusion Transformation Programme, we are working closely with settings and health professionals to review the support given to all children and young people who currently receive FFI to check if they might benefit from a full Education, Health and Care Needs Assessment (EHCNA) to see if an EHCP would be appropriate for their needs. This is an important step to make sure that children continue to receive the best and most suitable support as they grow.
- The transition from Funding for Inclusion (FFI) to the Education, Health and Care Needs Assessment process was initially planned for four years when introduced in June 2024. However, after monitoring and reviewing progress, this has been extended to a seven-year timetable to ensure financial sustainability and effective demand management for schools, settings, and internal council teams. This extension allows us to focus on moving children in phase transfer year groups, ensuring a smoother and more manageable process. Phase transfer year groups are key transition points in a child's education, such as moving from nursery to primary school, primary to secondary school, and secondary to post-16 education.
- We have created a timetable to show which year groups we will focus on each year, based on your child's age as of September 2025. Please refer to the timetable to see when your child will transition over to the EHCNA process, if they currently receive FFI funding.
- Our goal is to make sure every child's needs are fully understood and supported, helping them thrive in their education. We want to reassure you that those in receipt of FFI will continue to be funded through this process until they transition towards the Education, Health and Care Needs Assessment (EHCNA) process over the seven-year transition process. If your child is not in one of the key year groups mentioned earlier, their funding will continue until we decide if an EHCNA is needed or, if required, until we write an EHC Plan. For example, if your child is in Year 3 in September 2024, their funding will remain in place until their assessment is done in the 2027-2028 school year.

**The table below shows the phase transfer year groups for each academic year.**

**Pupils' current year group in ( ) as of Apr 2025**

<b>Sep 24/25</b>	<b>Sep 25/26</b>	<b>Sep 26/27</b>	<b>Sep 27/28</b>	<b>Sep 28/29</b>	<b>Sep 29/30</b>	<b>Sep 30/31</b>
In progress for current N2, Yr6, Yr11	N2 (N1)	N2 (EY2)				
	6 (5)	6 (4)	6 (3)	6 (2)	6 (1)	6 (R)
	11 (10)	11 (9)	11 (8)	11 (7)		
	13 (12)					
	15 (14)					

## New early years funding model

- From April 2025, important changes have been made to the funding for early years providers supporting children with special educational needs and disabilities (SEND). These changes aim to improve support and align with national standards.
- Applications for Early Years Funding for Inclusion (EYFFI) have now ended. If a child is currently receiving EYFFI, they will continue to receive this funding until transitioning to the new process.
- The SEND Inclusion Fund (SENDIF) remains unchanged, allowing early years settings to apply for support for children with emerging or low-level needs.
- From 1 April 2025, a new funding model called SENDIF+ has been introduced to support children with higher-level needs. This new funding will be considered as part of the Education, Health, and Care Needs Assessment (EHCNA) process.
- These changes are part of the SEND and Inclusion Transformation Programme to meet national standards and ensure proper support for children. The EHCP multi-agency panel (MAP) will make decisions in this new process to ensure fairness and consistency. The goal is to provide the right level of support for children, with regular reviews to ensure everything is effective as they move from early years into school.

## SEND support for schools

- In September we communicated the outcome of the consultation around moving to a needs led, not diagnosis led, offer for autism support.

### **From January 2026**

- SENIT & STARS will become new team called 'Inclusion Advisory Team' (IAT).
- The four professional disciplines within the team, early years, communication & interaction needs (including autism), learning & cognition needs and SEMH needs will be maintained.
- STARS team will be known as the Communication and Interaction (including autism) Team within IAT.
- The Communication and Interaction Team (including autism) will no longer require an autism diagnosis as a pre-requisite for settings accessing support for individual CYP.
- Communication and Interaction (including autism) team will no longer provide an early years offer. Comprehensive early years support will continue to be provided by the early years team within IAT.

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THANK YOU  
VERY MUCH!