

MANSTON PRIMARY SCHOOL

Manston 

SPECIAL EDUCATIONAL NEEDS (SEND) INFORMATION REPORT 25/26

Report: Kirsty Thorpe, Elisabeth Porter and James Clay
Date: September 2025 Review Date: September 2026



The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website: <https://www.manstonprimary.co.uk/send/>

You can also ask a member of office staff to make a copy/send you the report.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

All **schools are required to publish a SEND information report** which must include information for identifying, assessing and making provision for pupils with SEND and admission of disabled pupils. The requirements are set out in this policy and the information report is based on the statutory **Special Educational Needs and Disability (SEND) Code of Practice** and the following legislation:

- **Part 3 of the Children and Families Act 2014**, which sets out schools' responsibilities for pupils with SEN and disabilities
- **The Special Educational Needs and Disability Regulations 2014**, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the SEND information report.

Manston Primary school has an inclusive ethos and works in partnership with children, parents and other agencies to provide the best possible educational outcomes for all. As our mission statement says, we help everyone achieve their best and so have high expectations and put support in place as early as possible.

The following policies are on the school website and reflect the school's commitment to the inclusion, safety and well-being of our children:

- SEND Policy
- Accessibility Plan
- Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Behaviour Policy
- Equalities
- Health and Safety Policy

Key Information

SENDCO	Mrs Elisabeth Porter
SEND Governor	Mrs Carly Bowker
Head Teacher	Mr James Clay
Chair of Governors	Mr Tero Väänänen
School Contact Details	0113 264 5445 manston.primary@manston.leeds.sch.uk

According to our last Ofsted:

'Pupils with special educational needs and/or disabilities (SEND) are well supported. Teaching staff have the information they need to ensure that these pupils can learn alongside their peers.'

All SEND provision is overseen and managed by the Senior Leadership Team and co-ordinated by the SENDCo. The SLT monitor, review and evaluate all SEND provision on a regular basis and the SENDCo reports to the Governing Body on how individual needs are being met and how the high needs top up SEND funding is allocated.

1. What types of SEND does the school provide for?

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

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.

Our school provides for pupils with the following needs:

<u>AREA OF NEED</u>	<u>CONDITION</u>
Communication and interaction	Autism spectrum condition (ASC)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-Sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?



Mrs Elisabeth Porter

SENDCo

Hi, I am Elisabeth Porter, the SENDCo for Manston Primary School. I have worked in education for the past 16 years in both mainstream and specialist settings across North and West Yorkshire. I currently work as a SENDCo in 2 other schools. I have also worked for Bradford's SENDIASS Service, offering advice around equality and SEND legal procedures to families of children and young people with SEND. I am passionate about ensuring that all children are given the opportunities and tools that they need to learn and succeed at school. I am looking forward to working with the Manston staff team, parents and getting to know your wonderful children.



Miss Kirsty Thorpe

SGWO

Hello! I'm Kirsty Thorpe and I'm the Safeguarding and Welfare Officer here at Manston Primary School. I have worked in schools for over 14 years and have worked at Manston since September 2020. I wear a lot of hats at Manston, including being a designated safeguarding lead, key contact for improving attendance, supporting pupils with behaviour and supporting the SENDCo after completing the qualification in July 2023. I have a passion for making sure that every pupil and their family has every opportunity to succeed and reach their full potential!



Manston Primary School
Dennil Road
Crossgates
Leeds
LS15 8SD



Our SEND Team

Our SENDCO is Elisabeth Porter

She has many years' experience in this role and has worked as a primary school teacher for the last 16 years. She is a qualified teacher.

Mrs Porter has worked as a primary school teacher for over 16 years and is completing the National Award in Special Educational Needs Co-ordination. Miss Thorpe has completed a degree in supporting children, young people and families and has the National Certificate in Special Educational Needs Co-ordination.

Mrs Porter and Miss Thorpe are allocated 1 day per week together [Wednesdays] to manage SEND provision. Miss Thorpe is available the other 4 days of the week for parental/professional enquiries.

Training

All of our teachers and support staff receive in-house SEND training and are supported by the SENDCo to meet the needs of pupils who have SEND.

Recently, teachers have received specific training on:

- Supporting pupils who have been bereaved,
- Metacognition,
- Zones of Regulation,
- Trauma Informed Practice,
- Supporting pupils who are neuro-diverse,
- Precision training,
- Comprehension strategies,
- SALT support, particularly Colourful Semantics,
- Positive handling training,
- EAL training,
- SEMH training (through cluster),
- Neurodiversity (through cluster).

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- School Attendance Service
- Social services and other local authority (LA)-provided support services
- Family support workers
- Child/Play/Art therapists
- School counsellors
- Wellbeing workers
- Voluntary sector organisations, including BARCA
- Mindmate Support Team

3. What should I do if I think my child has SEND?

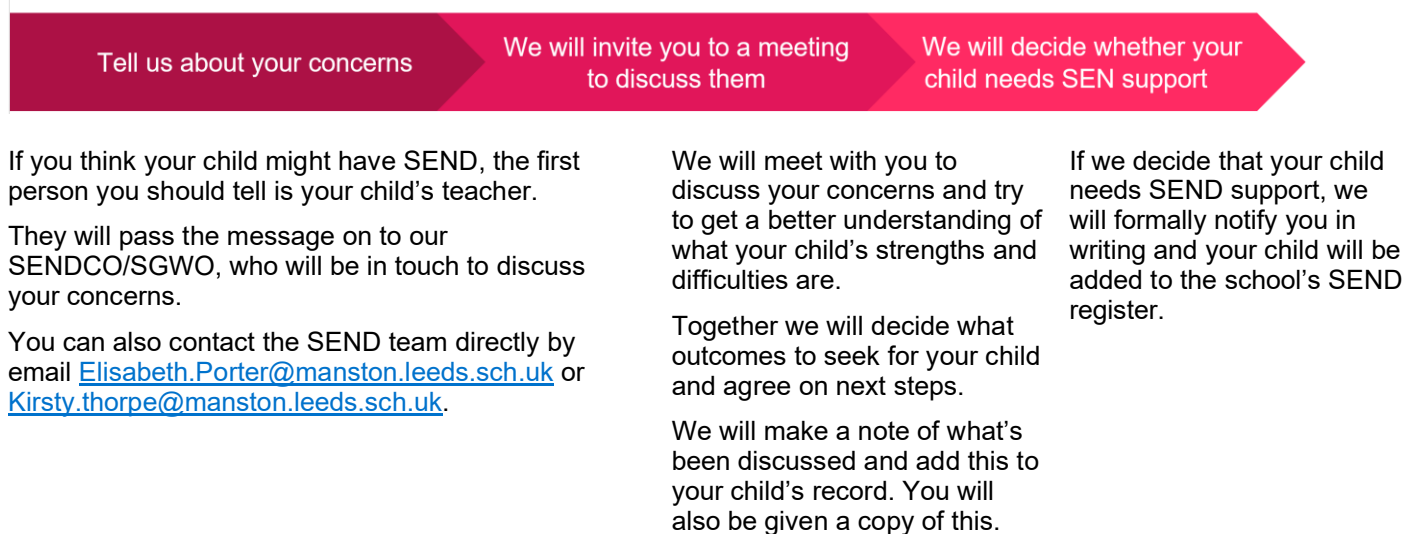
We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents' concerns

- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support



4. How will the school know if my child needs SEND support?

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Early identification is very important as the earlier action is taken the more responsive the child is likely to be. Children will be benchmarked as they enter Reception.

Those children significantly behind their peers at any stage of their primary school education, or those children who are not making adequate progress, academically or socially, or those children with a specific educational need will be given support through a behaviour plan, or an individual learning profile. There is also a provision map for each class agreed at the pupil progress meetings term, which identifies children targeted for extra support within class or intervention groups- these children may not have a separate learning plan.

5. How will the school measure my child's progress?

Where a pupil is identified as having SEND, we will act to support effective learning by removing barriers to learning and put effective special educational provision in place. This **SEND support** will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as **the graduated approach – assess, plan, do, and review – see next page for further details of the cycle.**

For pupils with low level special educational needs the cycle of **Assess, Plan, Do** and **Review** will fit into the regular termly assessment and planning cycle for all pupils. These are known as Pupil Progress Meetings. For those pupils with more complex needs or for whom a more frequent cycle needs to be employed additional meeting dates will be set and will include the termly Pupil Progress Meetings.



Graduated Approach Cycle

Manston

ASSESS

What the SEND Code of Practice Says – “The class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil’s needs”. (6.45)

This involves:

- High quality formative assessments that are regular and purposeful, not a one-off event.
- Observations of the pupil.
- Attainment data collection.
- Progress data relative to the pupil’s starting point.
- Other teachers’ assessments where relevant.
- Views and experiences of parents/carers.
- Pupil’s own views.
- Assessments and advice from external agencies where relevant.

REVIEW

What the SEND Code of Practice Says – “The effectiveness of the support and interventions and their impact on the pupil’s progress should be reviewed in line with the agreed date”. (6.53)

This involves

- Reviewing the impact and quality of all provision.
- Updating assessment information.
- Seeking pupil and parent/carer views.
- Meeting with parents/carers a minimum of three times a year, sharing information and enabling them to be involved in planning next steps.
- Identifying agreed actions.
- Agreeing changes in outcomes and provision in light of pupil progress.
- As appropriate, continuing the cyclical process of assess, plan, do, review.

PLAN

What the SEND Code of Practice Says – “The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review”. (6.48)

This involves:

- Agreement on the desired outcomes and expected progress.
- Meaningful consultation with parents/carers and pupil.
- Planning provision at universal, targeted and specialist levels which is based on reliable evidence of effectiveness.
- Specific strategies to remove/compensate identified barriers to learning.
- All staff being aware of pupil strengths and needs, the outcomes sought, and the provision and teaching strategies required.
- A review date.

DO

What the SEND Code of Practice Says – “The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil”. (6.52)

This involves:

- A focus on Quality First Teaching and the universal offer.
- Interventions (targeted or personalised) meeting Ofsted and EEF criteria for effective interventions (See Appendix 1).
- Liaison between class/subject teacher and teaching assistants and other specialist staff involved.
- Making links between intervention and classroom teaching so that knowledge and skills are generalised and applied.
- Assessing the impact of universal provision and interventions and adjusting as appropriate.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Exit strategies or further action

The above is a graduated response of action and intervention when a child is identified as having special educational needs but must not be regarded as steps on the way to statutory assessment, as some children will require less rather than more help if the interventions work successfully. The interventions are a means of matching special educational provision to the child's needs and are therefore part of the continuous and systematic cycle of planning, action and review within our school to enable all children to learn and progress. Advice and support may be requested from the Educational Psychology Service and a Consultation Request will be made.

Following consultation, advice would be taken as to future and further action. This may be through SEND funding if the child meets the necessary criteria, or it may be deemed appropriate to request a statutory assessment- Education Health and Social Care Plan.

Exit Criteria

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is **different from** or **additional to** that which is normally available as part of high-quality and differentiated teaching, they will no longer be seen as requiring SEND Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the school's SEND register.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

6. How will I and my child be involved in decisions made about their education?

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

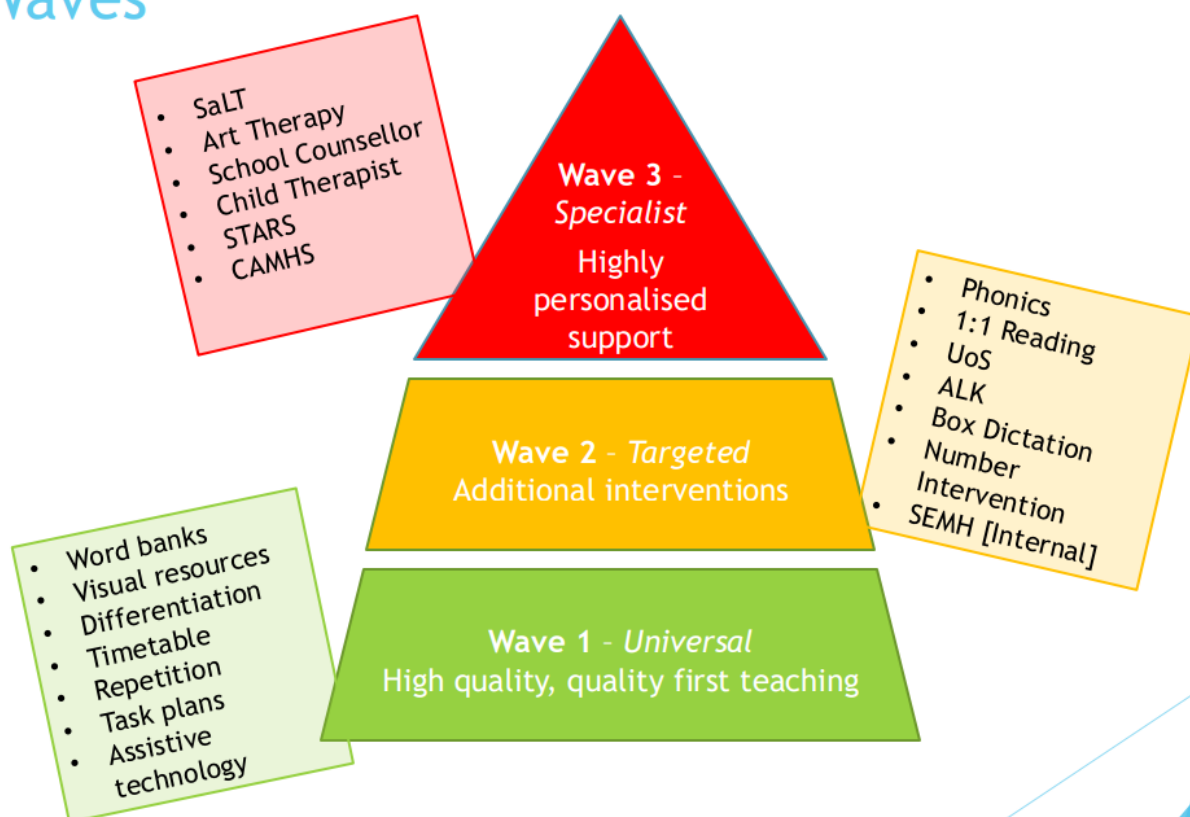
After any discussion we will make a record of any outcomes, actions and support that have been agreed.

If you have concerns that arise between these meetings, please contact your child's class teacher.

7. How will the school adapt its teaching for my child?

Levels of support in the field of SEND is measured in 'Waves' – please see below.

Waves



Appendix 1 and 2 show further universal [wave 1], targeted [wave 2] and specialist [wave 3] adaptations and support.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- groupings that target specific levels of progress
- differentiated resources and teaching styles
- appropriate choices of texts and topics to suit the learner

- access arrangements for tests and or examinations
- additional adult support in class
- Additional adult support in the playground/study support clubs
- Small group work where required
- Specific interventions based on assessment
- On-line learning and use of laptops/tablets
- Nurture room available when needed
- Access for wheelchair users.
- The school challenges all discrimination against pupils with SEND and actively promotes positive discrimination where this will support the learning for pupils with SEND.
- Teachers are responsible and accountable for the progress and development of all the pupils in their class.
- High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.
- We work in partnership with the child, parent/carers, all staff, governors and outside agencies.
- Class teachers use a range of differentiation to provide effective learning opportunities for all pupils.
- Where a child is identified as having special educational needs an Individual Learning Profile will be drawn up tailored to each individual child's needs. Realistic targets will be set and the plans will be reviewed/evaluated regularly and involve the child, parent, teacher and all support services.
- We enhance self-esteem by setting appropriate targets and rewards.
- We use a variety of complementary approaches to support the class teacher and child – differentiation, 1-1, group, whole class, within the class or withdrawal when appropriate.
- We include the child within the class, wherever and whenever practicable.
- Our interventions usually focus on the SEMH needs, speech and language, phonics, reading and writing and Maths needs of our pupils and are reviewed half-termly.
- The following interventions may be used to support the learning needs of some of our pupils:

Name of Intervention	Subject	Year Groups
Speech and Language [Therapist Lead]	Communication & Interaction	REC-6
Speech and Language [LSA lead]	Communication & Interaction	REC-6
Awareness Vocab	Communication & Interaction	KS1
Phonics [Small Group and 1:1]	Reading, Writing and Literacy	REC-6
Colourful Semantics	Reading, Writing and Literacy	1-6
Number [Small Group and 1:1]	Mathematics	REC-6
ALK	Writing	2-6
Lexia	Reading and Writing	1-6
Reading [Small Group and 1:1]	Reading	REC-6
Project X	Reading and Literacy	KS2
Read Theory/Bug Club	Reading	1-6
Boxed Dictation	Writing	KS2
Maths Booster	Mathematics	Y6

Maths Fluency	Mathematics	Y6
Arithmetic	Mathematics	UKS2
Additional Reading	Reading	REC-6
Independent Writing Support	Writing	REC-6
Learning Mentor	SEMH	REC-6
Behaviour and Inclusion Work	SEMH	REC-6
Wellbeing Worker [through Cluster]	SEMH	REC-6
Play Therapist [through Cluster]	SEMH	REC-6
Art Therapist [through Cluster]	SEMH	REC-6
Child Therapist [through Cluster]	SEMH	REC-6
Mindmate Support Team	SEMH	REC-6

8. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority. The mechanism for delegating funding from the Central Government to all schools and settings for children and young people who require additional support for SEND needs is changing in Leeds.

The process of allocation is based on need; those with the most complex SEND and requiring the highest level of provision receive the most funding. Funding is allocated to most schools, settings and providers on an annual basis, although.

The budget for SEND resources is used to buy any additional equipment needed, such as fiddle toys, social story books, chew toys. Over the last two years the money has been spent to support the buying of:

- Lexia ICT programme for spelling and reading support,
- Specialist equipment for children who need extra support,
- Reading books – supplemented by rapid phonics and rapid readers,
- Speech and language resources,
- Rapid writing intervention and resources,
- Training for staff for interventions including phonics, maths and speech and language.
- In addition to this, we spend over £14,000 on buying in traded speech and language support. This includes an SALT assistant, who will work with our young people each week to provide extra support and capacity to deliver speech and language interventions.
- We also buy into the cluster support, who offer a range of services at a cost of £10,200 per year.

9. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip to Bewerley Park.

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

No pupil is ever excluded from taking part in these activities because of their SEND or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

See also the school's Accessibility Plan.

10. How does the school make sure the admissions process is fair for pupils with SEND or a disability?

We welcome students with SEND with an EHC Plan in our mainstream school. The admission arrangements for all pupils are in accordance with national legislation and are outlined in the school Admissions Policy. This includes children with any level of SEND; those with an Education Health Care (EHC) Plan and those without. We fully support the inclusivity principles underlining the SEND code of practice.

All application from parents of students with SEND but no EHC Plan will be considered on the basis of the School's published admissions criteria.

All SEND paperwork should be passed to the SENDCO as soon as possible. If a child is making a transition from another school or from nursery to reception class, a meeting (either face-to-face or via telephone) will be set up between the feeder school and the receiving school to aid transition and ensure necessary provisions are put in place

11. How does the school support pupils with disabilities?

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as deafblind)
- Physical disability (PD).

Further information about universal, targeted and specialist support can be found in the Provision Map for Sensory and/or Physical Needs in the school's SEND Policy.

❖ **Medical**

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils.

Where children and young people also have SEND, their provision should be planned and delivered in a co-ordinated way using the DAF paperwork. For those pupils with an Education, Health and Care (EHC) plan this will be used as it brings together health and social care needs, as well as their special educational provision.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

❖ **Children in Hospital**

The member of staff responsible for ensuring that pupils with health needs have proper access to education will liaise with other agencies and professionals*, as well as parents/carers, to ensure good communication and effective sharing of information. This will enable optimum opportunities for educational progress and achievement.

* E.g. *medical agencies, Hospital School, DPLS*

❖ **Short term Needs**

Some children do not have on-going special educational needs, but because of a change in circumstances they need additional support. We need to be particularly aware of new entrants, children who are absent for an extended period, children who are coping with family crises, and children who are the victims of abuse. The class teacher will discuss these children with the SENDCO and Child protection officer and access the SMART team, initially, for short term support. Circumstances may then require the need for longer term interventions.

12. How will the school support my child's mental health, and emotional and social development?

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Social, Emotional and Mental Health Difficulties include:

- ADD
- ADHD
- Attachment Disorder

At Manston Primary school, pupils have ample opportunities and means to voice how they are feeling:

- Check in classroom circles at the beginning and at the end of the day,
- Opportunities throughout the day to place their name on the zone of regulations (and for these to be picked up by staff if needed),
- School council,
- SEMH Support (via class staff, school learning mentor or external support),
- Staff rated SEMH Health of all pupils,
- Child contact logged on CPOMS, and emotional support picked up by relevant staff,
- Pupil Questionnaires,
- Parent/Carer Questionnaires.

All of the above also provide opportunities for our pupils to share their views on their own, and others, wellbeing and are actioned appropriately and effectively by staff and recorded on our online monitoring system, CPOMS.

Further information about universal, targeted and specialist support can be found in the Provision Map for SEMH Needs in the school's SEND Policy.

13. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

All SEND children are discussed at transition meetings between phases.

Transfer between schools is done where possible as 1:1 meetings with staff from both schools or by phone/email conversations.

All documents are transferred safely.

CPOMS is used to record incidents and for information exchange for all pupils including SEND pupils.

14. What support is in place for looked-after and previously looked-after children with SEND?

James Clay, the Head-teacher and Designated Teacher for Children who are Looked After, will work with the SENDCO and SGWO to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported in much the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

15. What should I do if I have a complaint about my child's SEND support?

Complaints about SEND provision in our school should be made to the SENDCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

16. What support is available for me and my family?

If you have questions about SEND or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Leeds' local offer, published here:

Website: www.leedslocaloffer.org.uk

Our local special educational needs and disabilities information, advice and support (SENDIASS) service:

<https://sendiass.leeds.gov.uk/>

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

For children and young people who are looking for support with their emotional health and wellbeing can access the following services - please note that the opening hours and further information on the below services can be found by visiting www.mindmate.org.uk/:

- Kooth – free online counselling for 10-18 year olds at www.kooth.com
- Mindmate [single point of access](#) – accepting self-referrals from young people aged 13-17 years old or parents/carers of 5-17 year olds on 0300 555 0324
- Teen Connect – phone/text support for 11-18 year olds on 0808 800 1212 or text 07715 661559
- Safe Zone – crisis support for 11-17 year olds on 0113 819 8189
- The Market Place – phone support for 11-25 year olds with same day appointments on 0113 246 1659, or book next day support online: www.themarketplaceleeds.org.uk/phonesupport

- Opening hours and further information on the above services can be found by visiting www.mindmate.org.uk

Parent Information, Support and Advice

At Manston Primary School, we want our parents and carers to know that there are several agencies and services to offer advice and support if you need it.

If you want to know more about what information and support is available, please scan the QR codes next to a service's logo to be taken directly to their website where there is a whole host of further advice and avenues of support.

MindMate SPA 

MindMate Single Point of Access (SPA) is a service run by the NHS that helps children and young people in Leeds find support with their mental health.



Leeds SEND Local Offer

The Leeds Local Offer provides information for parents/carers in one place.




SENSAP 

The local authority's Special Educational Needs Statutory Assessment and Provision Team.



Leeds SENDIASS 

A statutory-based service offering information, advice and support relating to all things SEND.



IPSEA 

Independent Provider of Special Education Advice; an organisation helping children and young people get the education they are entitled to by law.



Early Help 

Early help is our approach to providing support to children, young people and their families as soon as necessary.



Leeds Mencap 

An independent charity for those with learning disabilities.



MindMate Support Team 

The MindMate Support Team is an early intervention Mental Health Support Team.



 Manston Primary School
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INVESTORS IN PEOPLE  **asthma friendly** 
We invest in people  **Stephen Lawrence**
HealthySchools  **EDUCATION STANDARD**

Ofsted
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17. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or SENDsory; and social, emotional and mental health needs
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- › **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- › **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- › **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEND in the local area
- › **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENDCO** – the special educational needs co-ordinator
- › **SEND** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- › **SEND support** – special educational provision that meets the needs of pupils with SEND
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

Appendix 1 – Wave 1 Universal Support for different identified SEND needs



Universal SEND support at *Manston*★

Moderate Learning Difficulties (MLD)

Key vocabulary displayed

e.g. build a wall of CEW. Display key vocabulary on classroom displays.

Response time given

e.g. allow time for pupil to process what is being asked.

Break down information into bitesize chunks

e.g. give one instruction at a time.

Visual cues and prompts used

e.g. use images to support language (consider the use of PECS in EYFS, KS1 & 2)

Visual timetable

e.g. whole class washing lines for KS1 & 2.

Now and Next boards

e.g. 2 squares containing a task and reward. "Now we are doing... Then you can..."

Task plans

e.g. dry wipeable check list to support breaking down more complicated tasks or support remembering a sequence of tasks.

Repetition

e.g. use targeted questioning

Opportunities for collaborative working

e.g. try testing the acquisition of knowledge of other children by seeing if they can explain learning to each other.

Opportunities to record information in a variety of ways

e.g. Presentations, PowerPoints, picture sequencing, scribing, assisted technology,

Opportunities for practical activities.

e.g. attaching learning to a physical experience helps to make it memorable.

Specific Learning Difficulties (SpLD) Dyscalculia

Manipulatives

Support mathematical understanding with concrete objects. Consider using play equipment, number lines, number squares, five and ten frames, Numicon, number rods, base ten, money, timetable squares, part-whole models.

Break down information into bitesize chunks

e.g. give one instruction at a time.

Clarify, display and refer back to new or difficult vocabulary

Revisit throughout lessons, not just in starters and plenaries.

Opportunities for mathematical talk

Reinforce learning by asking children to explain concepts to their partner.

Use worked examples

Use demonstrations to support learning new concepts or extending learning.

Apps to support learning basic skills

Timetable Rock Stars, Sumdog etc.

Specific Learning Difficulties (SpLD) Dyslexia

Unnecessary writing is removed

e.g. pupils could highlight key words in a LO instead of being asked to write it out in full.

Seating arrangement adaptations

e.g. placing pupils in a hardworking group next to a pupil who is sensitive to needs will boost self-esteem.

Visual supports

e.g. writing frames, word mats.

Assistive Technology

e.g. supports access of reading and writing – look at Claro speak, Dragon Dictation, reading pens.

Audio books

www.listening-books.org.uk

Quiet reading

Minimise distractions

Differentiated Spellings

e.g. CEW/HFW lists from KS1



Universal SEND support at *Manston*★

Motor coordination and associated difficulties including dyspraxia

Use uncluttered worksheets

Use larger prints (no smaller than 14 point)

Check seating

Desks should be at elbow height, student should be able to sit right back in their chair with knees at right angles and both feet on the floor.

Use learning aids

Writing slopes, non-slip mats, specialist pencils and pens, pen grips, looped scissors.

Larger lines in exercise books

Teach organisational strategies

Try using diaries and check lists

Pre-prepared graphs, tables

If drawing the graph axis isn't the objective, you may want to provide a set that is pre-drawn

Try not to be over critical of disorganisation

It is likely it is unintentional. Criticism can be demoralising.

Allow rest if the student is easily fatigued

Don't rely on students to pass on messages to parents

Use class charts to ensure messages get delivered.

Speech, Language and Communication Needs (SLCN)

Vocabulary tool kits

Try creating this during pre-teaching activities or build them up over time.

Cued listening

Give students something specific to listen out for.

Use students' names

Ensure students are listening by saying their name before asking a question or giving an instruction.

Response time

Allow time for students to process what is being said.

Visual cues and prompts used

e.g. use images to support language (consider the use of PECS in EYFS, KS1 & 2)

Use talk frames and key phrases

Using scaffolding will help support responses

Autistic Spectrum Condition (ASC)

Consider reducing stimulation

Sit the student in an area of the classroom that is free from busy displays and distractions

Prepare students for changes to routines

Use visuals

Reduce anxiety by using visual timetables

Set clear goals

Use task plans to support activity completion and make activities seem more manageable

Use students' names

Ensure students are listening by saying their name before asking a question or giving an instruction.

Set explicit instructions

Be prepared to get exactly what you have asked for

Avoid asking students to complete activities that rely on empathy

Structure unstructured time

Unstructured times can cause significant anxiety

Use visuals to support communication, especially when in crisis.

Students may find it difficult to voice what they need, but may be able to point to a picture.

Learn trigger behaviours and intervene in a timely manner.

This is key to avoiding meltdowns from students



Attention Deficit Hyperactivity Disorder (ADHD)

Seating

Seat student near the front with their backs to the class next to positive role models and away from walkways.

Quiet place

Establish a quiet place where the student could work

Fiddle toys and wobble cushions

These can help to calm an active mind and aid concentration. Be cautious. They can often be used inappropriately.

Timers

Helps to motivate and supports students completing activities in a set amount of time.

Break down information and activities into bitesize chunks

e.g. give one instruction at a time.

Allow students to use pre-taught calm down strategies

Use reward systems

These may be linked to reports.

Aim for a ratio of four positive comments to one negative

Teach students to reward themselves. Tell them when they should feel proud of their work.

Have clear rules, routines and boundaries

Use visuals to support this.

Disruptive, antisocial and un-cooperative behaviour

Seating

Consider sitting the student by a more settled peer

Calm down area/time out area

If a student becomes wound up or anxious, allow them to remove themselves to an agreed area

Make tasks short with opportunities for breaks

Activities will feel less overwhelming and out of reach

Ensure goals, expectations and timescales are clear

Use WAGOLs and timers. Be explicit

Use of language

Say what you want them to do, rather than what you don't

Refer to the behaviour without labelling the student

Remind students of the rules and use positive reinforcement

Catch students making good choices

Reminders of consequences/rewards

Use reward systems

These may be linked to reports.

Appendix 2 -

 Wave 2 & 3 - Provision Map for Manston Primary School <i>Provision additional to Wave 1 Quality First Teaching</i>					
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Literacy Interventions	Numeracy Interventions	Speech and Language	Physical	Pastoral Support	Outside Agency Support
Key Word Readers	Additional Maths	Speech and Language targets	Physiotherapy	Learning Mentor Support	Cluster Support: Family Support Workers
Phonics	Number Practise	NHS Therapy assessments	Writing Boards	Nurture	Cluster Support: Counselling
Rapid Reading	Maths Fluency		Fine Motor Skills Interventions	Access to Inclusion Team [SENDCo and SGWO]	Cluster Support: Wellbeing
Rapid Writing	Number Skills	Autism	Gross Motor Skills Interventions	Wellbeing Worker	VIP (Visual Impairment Team)
Project X Readers	Numbots	Pupil Passports	Wobble Cushions	Counselling Service Support	DAHIT (<i>Deaf and Hearing-Impaired Team</i>)
ALK	TTRS	Social Stories Programme	Occupational Therapy	Key Workers	SENDIASS (SEND Information & Support Service)
UoS	Numicon Intervention	STARS support	Sensory circuits/movement breaks	Personalised timetable	Occupational Therapy
BugClub	Electronic resources for writing	Level 3 Autism Practitioners	Fiddle Toys	Pupil Passports	Complex Needs Team (SENIT)
Name Writing	Individual Education Plans	Fidget Toys	Pencil/Pen grips	Personalised transition plans	Inclusion Support Worker
Additional Reading	Pre-teaching	Wobble Cushions		Blue Caps	Mindmate
Handwriting	Precision Training	Doodle Books		Transition into Y7	School Nurse
Spelling		Visual Symbols		Bereavement Counselling	Leeds Health and Safety Team
Colourful Semantics		Visual Timetables		1:1 Settling time	Paediatrics
Box Dictation		Individual Timetables		Individual Behaviour Plans	Sad Events Team
Electronic resources for writing		Calm-down time		Restorative Practise	Educational Psychologist
Individual Education Plans		Sensory Breaks		Time Out Space	MST CAN
Pre-teaching		Individual Workstations		Zones of Regulation	Access Officer - Leeds City Council
Precision Training		Lego Therapy			CAMHS
		Talking Mats		Other Specific Support	Health Visitor
				Early Help Plans	
		EAL		Child Protection Plans	
		Translation apps		Child in Need Plans	
		Individualised Programmes		Education and Health Care Plans	
				Individual Health Care Plans	
				Individual Pupil Risk Assessments	
				Family Support	
				Parenting Support	