



Suzanne Roxby SENDCo  
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Manston Primary School.



# SEND Information Report 23-24

# SEND Information Report Section

- 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.

## Definition of SEND

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.

## Contact Information.

If you would like further information or you think your child may have special needs, please do not hesitate to get in touch.

**SENDCo**

**Suzanne Roxby**

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**Safeguarding and Welfare Officer**

**Kirsty Thorpe**

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**School Telephone Number**

**0113 2645445**

# Systems for SEND in Manston Primary

Local  
Offer

Leadership  
and  
Management  
Governor  
Challenge

Training and  
qualifications

Interventions

Impact

Reviews each half  
term.



# Overview

Manston Primary School has an inclusive ethos and works in partnership with children, parents and other agencies to provide the best possible educational outcomes. 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.

## **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.

# Admissions Arrangements

## **What are the admission arrangements for pupils with SEND?**

Children with an Education, Health and Care plan that names the school must be admitted. This will reduce the number of places available for applicants. This is not an oversubscription criterion.

The admission of pupils with an Education, Health and care plan is dealt with by a completely separate procedure. Details of this separate procedure are set out in the Special Educational Needs Code of Practice and 1996 Education Act.

If you click on [this link](#), it will take you to the Leeds City Council webpage for the local offer for SEND pupils. This also offers advice on Social, Emotional and Mental Health (SEMH).

# Types of Special Educational Needs that are provided for at Manston Primary School

The SEND Department provides support for pupils across the 4 areas of need as laid out in the SEND Code of Practice 2014 :

- **Communication and Interaction** - this includes children with speech and language delay, and those who demonstrate features within the autistic spectrum.
- **Cognition and Learning** - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- **Social, Emotional and Mental Health** - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- **Sensory and/or Physical Needs** - this includes children with sensory, multi-sensory and physical difficulties.



## Identifying pupils with SEND and how we assess.

We assess each pupil's current skills and levels of attainment on entry, which build on previous settings and Key Stages, where appropriate. Class teachers 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 start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We 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.

# Information about the school's policies for identification and assessment of pupils with SEND.

**Pupils are identified as having SEND, and their needs assessed, through :**

- Information passed on from Nursery/ Infant/Primary/previous schools;
- KS1 provisional results, baseline testing and progress data;
- Results from KS1 phonics test,
- Feedback from teaching staff and observations;
- Interventions not showing impact for a particular child,
- Referrals from parents, and
- Pupil self-referrals.

# Universal support

- All mainstream schools must provide support for children with special educational needs and disabilities (SEND)
- They must make reasonable adjustments
- Support should be able to be delivered within school, eg. by teachers or support staff
- Parents/carers can ask how a school is spending their SEND budget
- The entitlement to a mainstream education is protected by law
- The [SEND Code of Practice](#) says that parents and carers should be involved in any discussions and planning about what support their child is receiving
- The child or young people also had the right to be involved.

# Universal support

## 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*

# Universal support

## 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) 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](http://www.listening-books.org.uk)

### **Quiet reading**

*Minimise distractions*

### **Differentiated Spellings**

*e.g. CEW/HFW lists from KS1*

## The school's approach to teaching pupils with SEND

### **Provision for SEND pupils includes :**

- quality first teaching, with appropriate differentiation and reasonable adjustments in place
- extra adult support in classrooms where appropriate
- personalised provision through time limited programmes
- personalised provision through adapted resources, interventions and on-line learning
- 1:1 support and booster classes.
- support plans using assess plan do review

More details can be found in the provision maps within the school's SEND policy.

# Evaluating the effectiveness of the provision made for pupils with SEND

## Assess, Plan, Do and Review

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.**

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.

# Evaluating the effectiveness of the provision made for pupils with SEND

- Impact tracking is completed three times a year (more if necessary)
- Adaptations to provision may be made as a result of these findings.
- Progress and evaluation is reported to the Governor with responsibility for SEND.
- Annual SEND report to the Governing Body and SEND Information Report posted on website
- End of Year data analysed by vulnerable groups and assessed against national data – actions taken as needed



## Targeted SEND support

- If a child or young people is not making expected progress, despite already having SEND support in place at school, or if not enough is known about their SEND and what support they may need, then some targeted support or further assessment would be needed.
- Specialist staff may come into school or see the child or young person in their practice setting
- Parents are able to make referrals to some services directly, others would be made by the school
- An EHC needs assessment could be requested. This may lead to an Education, Health and Care Plan (EHCP) being written for them, but this is not guaranteed. It is a 20-week process and can be applied for at any time. Parents, Carers, Young People and/or professionals can make a request.
- Children and young people with an EHCP can still receive their education within a mainstream school.

## Targeted support examples

- School support plans (eg IPMs, IBPs, IPRAs)
- Apply for an EHC needs assessment
- Referral to the Educational Psychologist (school)
- Referrals to specialist teams or services (parent/carer or school)
- More targeted training for staff
- Referral to the cluster (school)
- Early Help plans and Early Help hubs
- Leeds local offer (targeted SEND support clubs/short breaks/services)
- Medical plans (IHCPs)
- EHCP – Mainstream placement with support

# Targeted professional support

## Role of the STARS/GP/SALT/Clusters/support for parents.

### STARS

- Parent/carer drop in and information sessions.
- Digital resources.
- Developing online learning for parent/carers and schools.
- STARTS training for staff.
- Consultation with schools.



### GPS:

- Onward referrals to OT, Children's dietetics, Physio, SLT ect...
- Right to Choose
- 2<sup>nd</sup> opinion assessments.

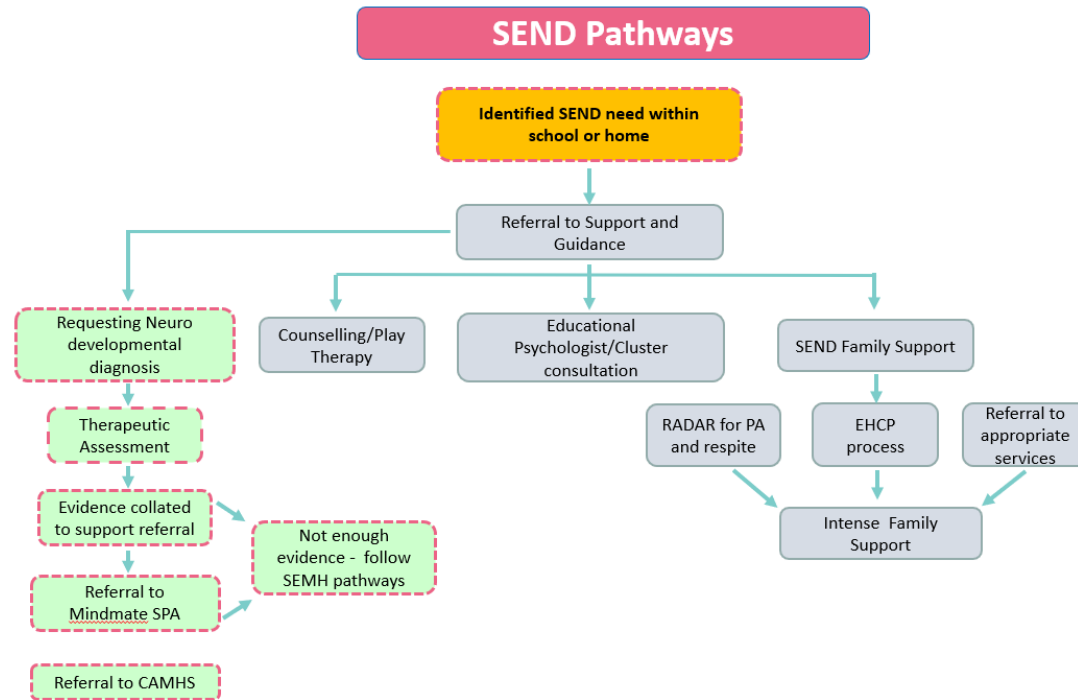
### Cluster

- SEMH support
- Parent/Family support.
- Cygnet trained staff

### 0-19 Public Health Integrated Nursing Service

- Health assessments for multiple health needs
- Health visiting behaviour support 0-7yrs
- Toileting
- Hygiene, oral health, sexual health ect...

# SEND pathways through the cluster



Section 20 Children and Families Act 2014 defines a child as having Special Educational Needs (SEN) if he or she "has a learning difficulty or disability which calls for special education provision to be made for him or her".

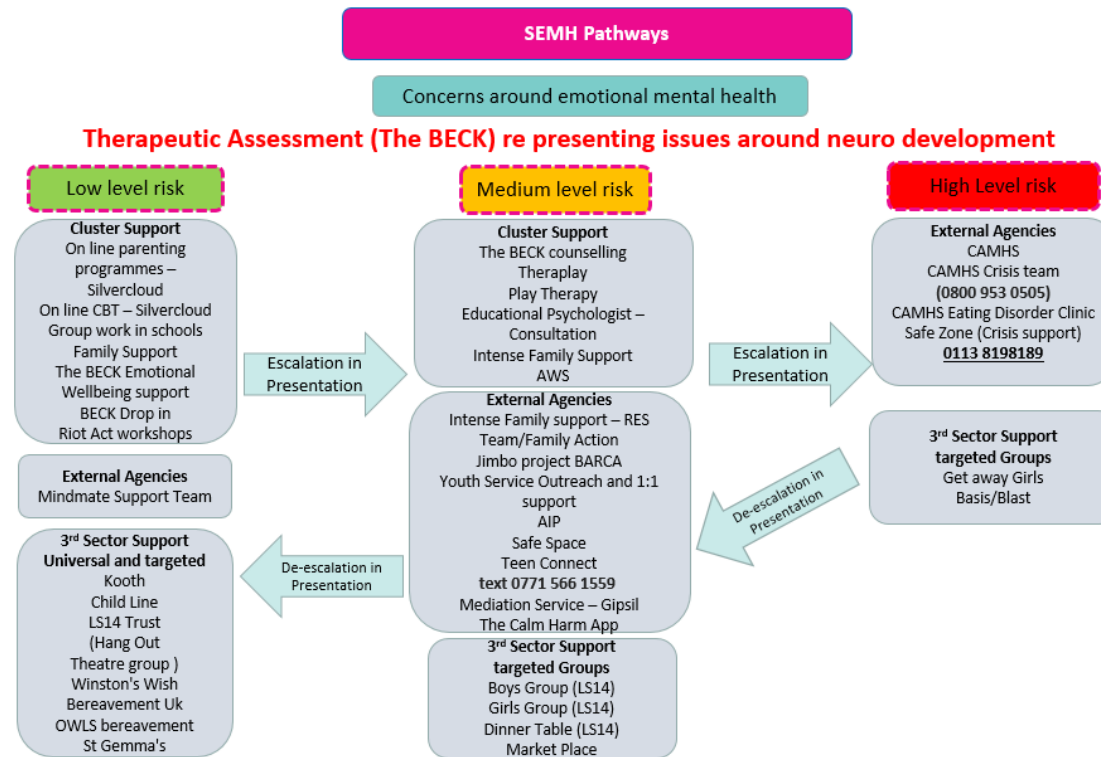
## Other areas of Support

- STARS
- SCOPE
- Sleeping right clinic
- ABC
- ZigZag
- SENDIASS
- AIP
- Occupational Therapy
- School Nursing
- SENIT
- DAHIT



At any point support can close if there is no identified need or support required

# SEMH Pathways through the cluster



**Social Emotion Mental Health - SEMH** can manifest as difficulties relating to problems of mood (anxiety or depression), problems of conduct (oppositional defiance and more severe conduct problems including aggression), self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained. Underlying causes – bereavement, gender identity, trauma, domestic abuse, neglect, family breakdown, neuro developmental diagnosis

**Low Level risk - Low level anxiety, self esteem and confidence**

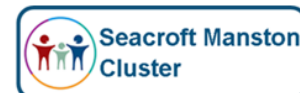
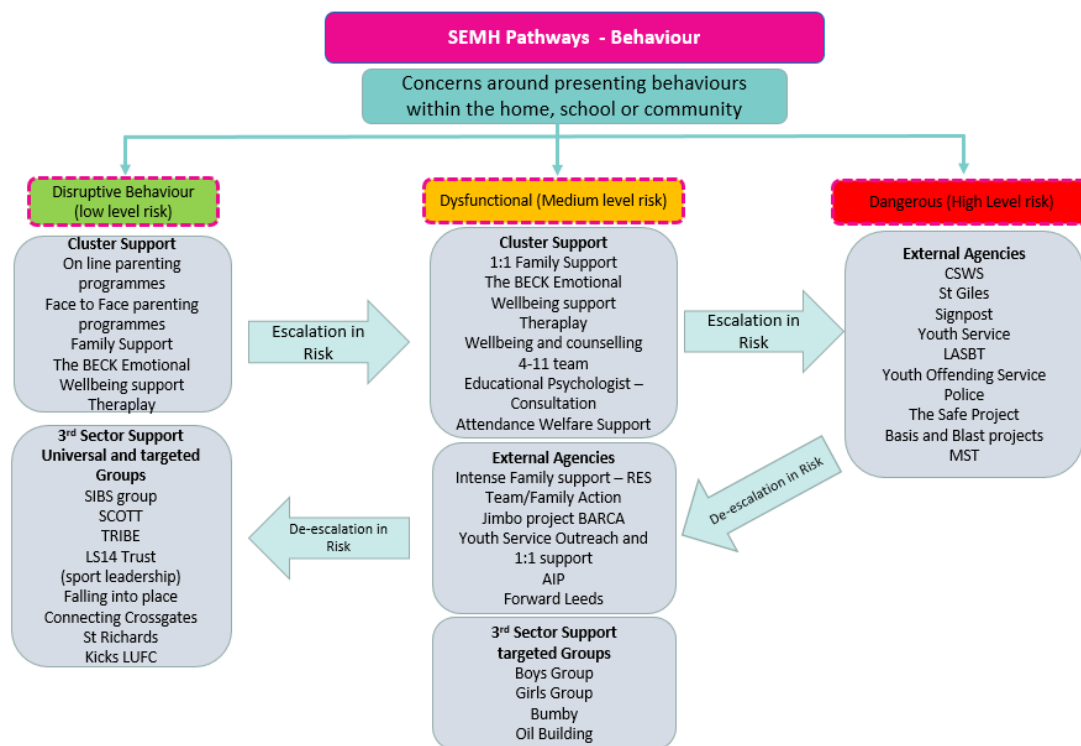
**Medium Level risk – Anxiety, self harm and suicidal ideations**

**High Level Risk – Self harm, attempted suicide, eating disorder**



Mindmate SPA Website - [www.mindmate.org.uk](http://www.mindmate.org.uk)

# SEMH behaviour pathways through the cluster



Social Emotion Mental Health - SEMH can manifest as difficulties relating to problems of mood (anxiety or depression), problems of conduct (oppositional defiance and more severe conduct problems including aggression), self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained.

**Low Level risk** – low level disruption at home, school or in the community

**Medium Level risk** – Risk of exclusion, physical/verbal aggression at home, school or the community. Substance Misuse

**High Level Risk** – Risk taking behaviour, such as ASB, knife crime, gangs or other criminal activity



Information and advice is available at any point in this process from the police, LASBT or other Statutory Service

# SEND funding

## SEND funding

### Universal (element one)

All schools receive money to educate each pupil on their role (AWPU). Some of this money should be directed towards providing general SEND provision such as a SENCo.

### Targeted (element two)

All schools also receive additional money specifically for SEND education and provision. Often referred to as the 'inclusion budget'. Schools are expected to cover the first £6000 to educate a child with SEND from within this budget, on top of AWPU, but this does not mean that the £6000 must be spent **individually** on the pupil.

### Specialist (element three)

Schools can then apply for some additional 'top up' funding for any pupils who have more complex SEND that requires further additional resources or provision to be made for them. In Leeds this is known as funding for inclusion (FFI).

Funding for Inclusion (FFI) is the mechanism for delegating funding from the Central Government to all schools and settings for children and young people who require additional support for Special Educational Needs (SEN).

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. For children in early years settings this is carried out termly.



## 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.



### 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.



### 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.





**Arrangements for assessing & reviewing pupils' 'progress towards outcomes' include discussions with teachers, parents and children**

**These arrangements include :**

- data tracking for pupil progress through Arbor.
- support plan and ECHP reviews done in collaboration with parents and class teachers.
- observations and follow up meetings with class teachers
- Parents meetings.
- On-going assessments through internal monitoring system, the Arbor assessment.

# How adaptations are made to the curriculum and the learning environment of pupils with SEND

## **The curriculum /learning environment is adapted by :**

- 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.

**Information  
about staff  
training and  
how external  
expertise will  
be secured.**

**Audit of staff expertise in SEND undertaken annually**

- SENDCo and SGWO have SENDCo qualification University training
- On-going nurture training through cluster
- Active literacy and units of sound training for support staff and teaching staff.
- Regular positive handling training
- Specialist expertise engaged from external services – SENIT support
- Phonics training from Reading phonics Hub- updated each year.
- EAL support from cluster and LCC.
- CAMHS referrals and consultations when appropriate
- Speech and language therapist support every two weeks
- Educational Psychologist support/Cluster support
- STARS training for key staff

## Budget information

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 £10,000 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.

## Money from SEND Top up

Where a child is identified as having special educational needs, an Individual Provision Map 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, whenever practicable, to contribute to their own plan.

# Money from SEND Top up

Our interventions usually focus on the SEMH needs, speech and language, phonics, reading and writing and Maths needs of our pupils.

The following interventions are examples of what may be used to support the learning needs of some of our pupils:

Name of Intervention	Subject	How Often
Phonics 1:1	Reading and Literacy	Reviewed termly
Number fluency	Mathematics	Reviewed termly
ALK	Writing	Reviewed termly
Reading 1:1	Reading	Reviewed termly
Read Theory/Bug Club	Reading	Reviewed termly
Lexia	Writing/reading	Reviewed ½ termly
Maths Booster	Mathematics	Reviewed termly
	Reading	Reviewed termly
Reciprocal Reading	Reading	Reviewed termly

## The social, emotional and mental health of pupils with special educational needs.

Support is available for improving the social emotional and mental health of pupils with special educational needs.

We recognise the importance of developing children's emotional literacy and resilience. We also recognise that some children need more support at times and provide additional support.

### **Pupils are supported by :**

- An anti-bullying policy that is supported by a specialist trained member of staff
- A social emotional and mental health support team that provides nurture groups Targeted support of individual pupils
- A dedicated safeguarding and welfare officer
- Restorative Practice Principles.
- School Council
- Pupil Voice
- Social Stories
- Learning Mentor time
- Cluster support including Individual Counselling, mediation etc.

**According to the Ofsted report 2022:** From the moment children start in the reception class and throughout their primary years, leaders carefully review pupils' academic progress and well-being. Pupils with additional needs are well supported. No one is lost in the system.

## The social, emotional and mental health of pupils with special educational needs.

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.



## SEND support during any isolation periods

- Speech and language remote support from SLT
- Individual work packs for children who cannot access class tasks
- Regular check-ins by phone and email
- 1:1 on-line sessions for some children
- Arrangements for vulnerable children to attend school with a flexible timetable and 1:1 support for those children
- Teaching packs and laptops dropped to families who can not get to school
- Links to websites to support learning
- Contact with parents/carers to give support

# Consulting Parents and Children

We ensure our transition procedures include information on any SEND issues for children.

If we find that children are having difficulties with:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

We monitor their progress and then contact parents for an initial discussion.

If children continue to need support, we write a provision map or support plan (individual education plan) in consultation with the class teacher and parent ( and where appropriate – the child) This will then be reviewed every term – or more if necessary.

If, after targeted interventions, the child is not making progress, then we get the support of other professionals.

If there is still no progress, then we would consider applying for an Education Health Care Plan (EHCP) in consultation with the parents. Parent can also request an EHCP.

Where appropriate children are consulted about their learning and contribute to the targets set on an IEP or IBP (individual behaviour plan).

All targets are shared with the children and often reward systems are put in place to help achieve the outcomes.

## Equipment and facilities to support children and young people with special educational needs

- All needs will be considered on an individual basis
- Parents and professionals will be consulted in regards to what additional resources are required to support children
- Examples of resources:
  - Laptops for individuals are available
  - Licences of on-line interventions
  - Safe space
  - Nurture room and SEMH resources

## Arrangements for consulting parents of children with special educational needs

**We contact parents of children with SEND to discuss next steps, individual education plans, and support from external agencies.**

**We contact people by:**

- Telephone
- Letters home
- Parents Evenings
- Family Support Officer (Cluster)
- Direct contact from Safeguarding and Welfare officer or SENDCo
- SEND coffee mornings
- 1:1 meeting
- Teams meetings

# Arrangements for consulting young people with special educational needs

- Pupil Voice
- School Council
- Annual Reviews
- Personal Interviews
- EHCP reviews
- IPM reviews
- Pupil passports
- 1:1 counselling

Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

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

**Any complaints will be dealt with using Manston Primary School complaints procedure. Please contact James Clay (the head teacher) or Tero Väänänen (the chair of Governors) for a copy of the procedure.**

How the governing body involves other bodies in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

### **Governing Bodies duties and challenge**

The Governing body has a specified Governor for SEND. This is Carly Bowker who can be contacted through the website or email: [manston.primary@manston.leeds.sch.uk](mailto:manston.primary@manston.leeds.sch.uk).

The Governor and SENDCO meet regularly and also hold coffee mornings (when allowed) which all parents are welcome to attend.

If children and parents need support from external agencies, the SENCO and governor will make links with the appropriate organisations.

These agencies include: health and social services, local authority support services, voluntary organisations.

There is a school report at each Governors meeting where governors have an opportunity to challenge and discuss issues that arise.

## The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education

- 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 discussing the children 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.



The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.

**Leeds SEND Information Advice Support Service**

Technorth,  
9 Harrogate Road,  
Chapel Allerton  
Leeds LS7 3NB

**Contact Us**

**Helpline:** 0113 3951 200

**Email:** [Get in Touch](#)

Children's Speech and Language Therapy Service

**NHS Leeds Community Healthcare** Tel: 0113 8433700

**Local Charities for children with SEND – see the SENDCO for numbers**

Information  
on where the  
local  
authority's  
local offer  
is published.

<http://www.leedssendiass.co.uk/advice/local-offer>

<https://leedslocaloffer.org.uk/#!/directory>

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

**You can contact Leeds SEND  
Information Advice Support Service by:**

- **Telephoning 0113 3951200**
- **Emailing [sendiass@leeds.gov.uk](mailto:sendiass@leeds.gov.uk)**
- **Visiting [www.leedssendiass.co.uk](http://www.leedssendiass.co.uk)**

The Leeds Local Offer is not just a directory of services, it is the unique place where young people with special educational needs and disabilities (SEND) and their families can provide suggestions for improving services and for new services they need. Comments that come in through the website and to [llo@leeds.gov.uk](mailto:llo@leeds.gov.uk)

# Leeds Local offer Facebook Group

## Leeds Local Offer Facebook Group

The Leeds Local Offer has developed a Facebook group for parents and carers of children with special educational needs and disabilities.

The Facebook group is platform for Leeds Education Authority to share with families, key service updates, events, consultations and much more.

<https://www.facebook.com/groups/leedslocaloffer>

# Leeds Support Services

- School SENDco or SEND Lead
- Leeds Local Offer (website of local SEND services)
- Leeds for Learning (website of educational resources)
- SENSAP (Special Educational Needs Specialist Assessment and Provision)
- SENIT (Specialist Educational Needs Inclusion Team)
- STARS (Specialist Training in Autism and Raising Standards)
- VIT (Visual Impairment Team)
- DAHIT (Deaf and Hearing Impairment Team)
- OT (Occupational Therapy)
- SLT (Speech and Language Therapy)
- EP (Educational Psychologist) - via school or EHC needs assessment
- Cluster Support
- Mindmate Support Team
- AIPs (Area Inclusion Partnerships)

# Disability Register

- **Disability Register**

- All local authorities are required by the Children Act 1989 to hold a register of disabled children and young people.
- The register is a list of children and young people in Leeds who have SEN and disabilities and who receive, or may one day need to use the services from health, social services, education or the third sector (voluntary organisations).
- It is important that families register their children -a link to join can be found [here](#)

# Emotional support services

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/](http://www.mindmate.org.uk/):

- Kooth – free online counselling for 10-18 year olds at [www.kooth.com](http://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](http://www.themarketplaceleeds.org.uk/phonesupport)

Opening hours and further information on the above services can be found by visiting

[www.mindmate.org.uk](http://www.mindmate.org.uk)

# Targeted professional support

**SENDIASS:** [sendiass.leeds.gov.uk](https://sendiass.leeds.gov.uk) - Help and information for parents and carers of children with special educational needs and disabilities: Phone: 0113 378 5020

**National Autistic Society:** [www.autism.org.uk](https://www.autism.org.uk) - Information on all aspects of the condition, support, and masses of books and article

**ABC Leeds (parent support group):** Leeds and District Autism, Behaviour and Communication Support Group



**YoungMinds** - <https://youngminds.org.uk/find-help/conditions/adhd-and-mental-health/> - Find out more about ADHD and how to get help.

**The ADHD Foundation** - <https://www.adhdfoundation.org.uk/> - Neurodiversity Charity is the national ADHD charity for the UK, and the largest user-led ADHD charity in Europe.

**The UK ADHD partnership-** [www.ukadhd.com](https://www.ukadhd.com)

**Leeds ADHD** - [www.leedsadhd.com](https://www.leedsadhd.com) – set up by adults with ADHD but they welcome parents and carers of adults/children with ADHD as well. They also have their own Facebook group.

Don't need a  
diagnosis to access  
support

# Further Support Services

1.	 <b>IPSEA</b> <small>Independent Provider of Special Educational Advice</small>	Independent Provider of Special Educational Advice Website: <a href="http://www.ipsea.org.uk">www.ipsea.org.uk</a>
2.	 <b>Council for disabled children</b>	Council for Disabled Children Website: <a href="https://councilfordisabledchildren.org.uk/">https://councilfordisabledchildren.org.uk/</a>
3.	 <b>Information, Advice &amp; Support Services Network</b>	Information Advice Support Network Website: <a href="https://councilfordisabledchildren.org.uk/information-advice-and-support-services-network">https://councilfordisabledchildren.org.uk/information-advice-and-support-services-network</a>
4.	 <b>Information Organisations Group</b>	Special Educational Needs and Disabilities Information Organisations Group Website: <a href="https://councilfordisabledchildren.org.uk/information-advice-and-support-services-network/resources/sendlog-information-sheet">https://councilfordisabledchildren.org.uk/information-advice-and-support-services-network/resources/sendlog-information-sheet</a>
5.	 <b>contact</b> <small>for families with disabled children</small>	Contact for families with disabled children Website: <a href="https://contact.org.uk/">https://contact.org.uk/</a>
6.	 <b>nasen</b> <small>Helping Everyone Achieve</small>	NASEN Website: <a href="https://nasen.org.uk/">https://nasen.org.uk/</a>
7.	 <b>West Yorkshire CANN</b>	West Yorkshire Children's Additional Needs Network Website: <a href="https://westyorkshirecann.org/">https://westyorkshirecann.org/</a>



## Leeds Special Educational Needs and Disability Information Advice Support Service

Information and advice, for parents/carers, children, and young people with Special Educational Needs. Leeds SEND IASS is impartial, confidential, arm's length from the Local Authority and schools, free and accessible to all parents/carers and carers of children with special educational needs and/or disabilities.

Leeds SEND Information Advice Support Service involves parents/carers, children and young people in discussions and decisions about their individual support.

Leeds SEND Information Advice Support Service will work with parents/carers children and young people to ensure that they are fully involved in the planning of SEN support for their individual needs in early years settings, schools and colleges.

Leeds SEND Information Advice Support Service will ensure that the child's parents/carers or the young person are fully included in the Education Health Care (EHC) needs assessment process for the start, are fully aware of their opportunities to offer views and information are consulted about the content of the plan.

Leeds SEND Information Advice Support Service will ensure that parents/carers children and young people are fully supported through the conversion process from the old statements to new Education Health Care plans.



### Address

Leeds SEND Information Advice Support Service  
Technorth  
9 Harrogate Road  
Chapel Allerton  
Leeds  
LS7 3NB

### Helpline

0113 378 5020 (Mon-Fri 10am to 3pm)

Leeds SENDIASS website

(<https://sendiass.leeds.gov.uk/>) to find information, advice and support online.

There is a new You Tube channel- search for LeedsSENDIASS in You Tube.