MANSTON PRIMARY SCHOOL

Manston

SEND [SPECIAL EDUCATIONAL NEEDS AND DISABILITY] LOCAL OFFER

"The purpose of education for all children is the same; the goals are the same. But help individual children need in progressing towards them will be different. Whereas for some, the road they travel towards the goal is smooth and easy; for others it is fraught with obstacles". (Warnock Report, 1.4)

Manston Primary is committed to safeguarding and promoting the well-being of all children and expects our staff and volunteers to share this commitment.

Offer reviewed by: Elisabeth Porter and Kirsty Thorpe

Date: September 2026 Review Date: September 2028

Leeds CITY COUNCIL

we are child friendly Leeds

Local Offer - Manston Primary Special Educational Needs and Disability Statement 2026-28

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	Mrs Carly Bowker and Mr Nick Field [Co-Chairs]
School Contact Details	0113 264 5445 manston.primary@manston.leeds.sch.uk

General Statement

The Special Educational Needs and Disabilities Co-ordinator at school is Mrs Elisabeth Porter, and she is supported by the Safeguarding and Welfare Officer (SGWO), Miss Kirsty Thorpe. All SEND provision is overseen and managed by the Senior Leadership Team (SLT) and co-ordinated by the SENDCo. The school also has a designated governor who is responsible for SEND – Carly Bowker – who works alongside the SENDCo, SGWO and SLT to ensure that the SEND provision that the school offers is of a high standard and helps all children to achieve and succeed.

The SLT monitor, SENDCo and SGWO 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 being spent.

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'.

This offer and the school's SEND 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 SEND 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

Definitions of special educational needs

A pupil has SEND where their learning difficulty or disability calls for special educational provision, defined as provision which is 'different from, or additional to, that normally available to pupils of the same age.'

Defining SEND, the 2014 SEND Code of Practice says that a child or young person has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for him or her. At compulsory school age this means:

- he or she has a significantly greater difficulty in learning than the majority of others the same age, or,
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools (SEND Code of Practice: 0 to 25 Years– Introduction xiii and xiv).

Four broad areas of need are identified in the Code of Practice and recognised within our school:

- **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, multisensory and physical difficulties.

Manston Primary strive to ensure that all of our pupils who have any of the above additional needs can overcome their barriers to learning and reach their full potential.

SEND Funding

At Manston Primary, we use our SEND funding allocation in a to ensure that our pupils are adequately supported in a variety of ways, such as:

- Funding a Speech and language therapist based in school 1 day per fortnight,
- Funding a teaching assistant delivering speech and language interventions before and during school time,
- Additional support within the classroom to deliver tailored interventions,
- The part funding of a teacher who delivers interventions for children with learning needs,

- Funding a learning mentor who works with individual children to support their SEMH needs and also delivers speech and language interventions,
- A nurture group for children at lunchtime who need additional support with behaviour and socialisation. This runs in Rainbow room, which is equipped for nurture and intervention groups, and
- Contributing towards the Seacroft and Manston Cluster which allows school to access outside agency support from school counsellors and other well-being workers and family support workers who specialise in supporting pupils with SEND.

All children are treated as individuals and the class teacher, alongside support staff, plan an appropriately differentiated curriculum for children with additional needs to ensure high quality teaching and learning with effective support and resourcing.

If it is deemed necessary that school need to apply for additional funding to support a child's learning and education, this will be done so to the local authority. Alongside this, it may be deemed appropriate for school to apply for an Education Health and Care Plan (EHCP).

EHCPs bring together practitioners from different agencies to contribute to a single assessment and plan for the child or young person. In Leeds, the Special Educational Needs Statutory Assessment Provision team [SENSAP] is the team responsible for working alongside educational establishments to organise this.

Individual Support Plans (ISPs), Behaviour Individual Pupils Risk Assessments (BIPRAs) and Positive Behaviour Support Plans (PBSPs) and Education Health Care Plans (EHCPs)

ISPs, BIPRAs and PBSPs are put in place and reviewed on a regular cycle, using data and/or observations as evidence of the impact of targeted and specific interventions. Where appropriate, parents and children are invited to these meetings or asked to contribute to these documents. Parents are invited to these review meetings two to three times a year, as they are vital partners in their child's progress.

For children who have complex needs, or with an EHCP, parents are invited in for a review of the plan on an annual basis to aid develop, review and evaluate current support to ensure maximum progress and impact for our learners. These reviews may involve other professionals.

From the above meetings allow for discussion with all stakeholders to occur, and for current targets and plans to be regularly reviewed evaluated to inform next steps. Where appropriate, our pupils are encouraged to contribute to/attend these reviews.

Parents of all children are encouraged to engage in supporting their child's learning, for example by reading with them regularly, working on phonic sounds or reinforcing speech therapy activities.

Assessments and targets

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 and will include the termly Pupil Progress Meetings.

Key assessments are made each half term, to ensure children are on track to meet targets and planning addresses need. Progress and planning are reviewed regularly to inform next steps.

Where appropriate, children are involved in the setting of personal targets or support plans (such as their pupil passports) and review their progress with a member of staff termly. The progress of all children is discussed at pupil progress meetings and appropriate interventions and actions are allocated and put in place as part of the graduated response cycle to ensure learning is maximised for all pupils with SEND.

Learning Environment

An appropriate and accessible learning environment is provided, and adapted when possible, using additional funding if available. For example: ramps have been added to provide wheelchair access to school, writing slopes, sit and move cushions and specially adapted scissors have been purchased for children who need them. A nurture room, a room for 1:1 support and intervention spaces are available for use throughout the day for different groups of children, as required.

We also 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 and
- The school challenges all discrimination against pupils with SEND and actively promotes positive discrimination where this will support the learning for pupils with SEND.

Other Professionals

Staff in school have worked alongside other professionals to develop their skills, in specific areas of SEND, for example in the teaching of children with dyslexia and neurodiverse children. The school seeks support from other agencies, where required, to maximise learning opportunities and potential for our pupils. These agencies include:

- Speech and Language Therapy,
- Complex Needs Team,
- Inclusion Advisory Team (IAT) (including former Specialist Training in Autism and Raising

Standards Team (STARS)),
- Mindmate SPA,
- Child & Adolescent Mental Health Service (CAMHS),
- Educational Psychology,
- School Nursing,
- SENDSAP Team,
- Hearing Impaired Team,
- Visually Impaired Team,
- Occupational Health Team,
- Paediatricians,
- Other specialist medical experts.

School all access services provides by the Seacroft and Manston cluster which include:

- Attendance Welfare Support,
- Family Support Workers,
- Counselling and Therapeutic Services, and
- Well-being Workers.

Universal Offer Summary

Ethos	Inclusive ethos with expectations that all children can learn and succeed. Early intervention/ support principles. A no excuses attitude to learning- we will do all we can to support children no matter what the learning need.
Leadership	Effective leadership at all levels including SENDCos- monitoring, review, evaluation of SEN provision. Accountability to parents and governors is done through reports and transparency of data.
Budget (high needs top up) **Plus extra money from general budget as Manston considers the needs of individuals as an essential part of what we offer.**	We are committed to meeting the needs of all children and use whatever is needed from our main school budget to support all children. Resources are brought from the main budgets given out to each curriculum area. If children have high needs top-up then the money is targeted to give 1:1 support and to provide individualised learning. A more specific breakdown is available from the SENDCo if required.
Policies	Effective policies, which are understood and consistently applied and are available on the website. These policies reflect the inclusive nature and ethos of the school and are regularly reviewed and amended.
Curriculum teaching and learning	We have: an appropriate curriculum that meets specific needs. Effective teaching and classroom management of support. Clear and regularly reviewed IEPs/ IBPs care plans etc. Range of interventions eg 1:1 personalised curriculum support, rapid readers, mentoring, talk boost, ALK etc Effective use of appropriate resources which are constantly reviewed for effectiveness. Prompt pick-ups of children who are struggling to meet ARE (Age Related Expectations) and boosters and interventions put in place for support. Accessible environment for learning.

	Transition arrangements and target setting.
Assessment	All children receive wave 1 quality first teaching. Continual assessment for learning is carried out to ensure need is accurately identified and planned for. Progress is reviewed each half term and planning of quality first teaching and interventions evaluated to inform the next step. Children are then moved to wave 2 interventions as appropriate, and the advice and support of other professionals sought where necessary to improve outcomes. These are then put onto provision maps, in consultation with staff, which run half termly and are then reviewed. Formative assessments are done at the ends of terms when appropriate and at the end of the year. These then inform the next steps for the children. Some children receive outside agency support, which is considered as Wave 3 provision.
Training	Staff have opportunities to develop expertise in specific areas. Skilled LSAs equipped to deliver high level support and on-going CPD to support LSA delivery of interventions. We have 4 members of staff who are DSL trained and who lead on child protection issues. Members of staff who have had Level 1 and Level 3 autism training.
Partnerships	Engagement with the local authority, around school improvement, educational psychologist, attendance etc. Engagement with other agencies eg Speech and Language Team, School Nurse team, CAHMS, Engagement with the area cluster teams Support from Area Inclusion Partnerships etc.

Frequently Asked Questions

What do I do if I think my child may have special needs?

Contact your child's teacher and/or the SENDCo, Elisabeth Porter on 0113 2645445 or via email manston.primary@manston.leeds.sch.uk. Arrangements will be made for a meeting. This meeting allows staff to listen to yours concerns, the formulate a planned response maybe involving other professionals. Staff endeavour to work actively with parents/carers to ensure that all is being done to meet your child's needs.

How will school support my child?

High-quality teaching is that which is differentiated to meet the needs of the majority of pupils. Some pupils will need something ***additional to*** and ***different from*** what is provided for the majority of pupils; this is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.

Manston Primary School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs, disabilities or additional needs. We will ensure that all staff in the school are able to identify and provide for those pupils who have special educational needs or disabilities to allow pupils with SEND to join in the activities of the school. Class teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality

teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high-quality teaching.

It may also be that the class teacher, in conjunction with the SENDCo, will plan an ISP or Positive Behaviour Report (PBR). This may have input from any professionals involved. The programme will be delivered by the class teacher and support staff and will be reviewed regularly. Parents are invited to meetings to discuss any new arrangements.

How will the curriculum be matched to my child's needs?

The SENDCo and SGWO ensure that all pupils with SEND are able to fully access a broad and balanced curriculum by providing extra support or additional resources where appropriate and by removing their barriers to learning.

All children will have access to the new national curriculum, which is differentiated to challenge and meet individual needs. Children may be grouped to access targeted support and there may be times when the ISP or PBR states that 1:1 teaching is appropriate.

How will I know how well my child is doing and how will you help me support my child's learning?

There are two parent consultation meetings per year where there will be opportunities for parents/ carers to discuss their child's progress with class teachers. The SENDCo is available at any time on the Manston email (manston.primary@manston.leeds.sch.uk) or the Manston phone number (0113 264 5445) to contact to discuss any concerns you may have.

Parents/carers can be involved in supporting their child's education in consultation with the class teacher or SENDCo. This may involve special homework tasks or reinforcement of parts of the IPM at home.

School will always endeavour to offer parent training or learning events to aid this process and would welcome suggestions from parents.

The SEND governor and the SENDCo run regular informal drop-in sessions for parents to discuss their child.

What support will there be for my child's overall well-being?

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to a mental health lead in the first instance. If there is a fear that the pupil is in danger of immediate harm, then the normal child protection procedures should be followed with an immediate referral to the designated safeguarding lead or the headteacher.

School works alongside many agencies, for example the Seacroft and Manston Cluster, to ensure there is plenty of available support for children and families. All our staff are trained in child protection procedures and we have 2 members of staff who are designated to ensure the safe-guarding of all children.

Further details of how Manston Primary support the SEMH needs and well-being of our pupils can be found in our SEMH Policy.

What specialist services and expertise are available or accessed by the school?

As a school, we encourage parents to voice their concerns and enter into a dialogue to improve outcomes for children. We have access to a range of services to provide support. This includes counselling services or

family support - provided by the Seacroft and Manston Cluster and mental health care provided by CAHMS. We can also get help from the Educational Psychologist assigned to the school, Speech and language therapists, the Complex needs team, and the STARS team (for Autism). We recognise the importance of early diagnosis and have close transitional links with our feeder nurseries and target our reception children for support.

We also have close links with the school nurse, who is available to train staff when children have specific medical issues.

What training are the staff supporting children with SEND accessing?

Our SENDCo and SGWO have completed the National Award in Special Education Needs and are experienced in the variety of needs that may present in an inclusive primary school. The SENDCo meets regularly with the educational psychologist and other SENDCOs in the local cluster of schools, where discussions of available support and new initiatives take place.

Through discussions with the Speech and Language team, and ongoing support, some staff have become trained in the development of speech and language groups and the delivery of individual programmes of study.

There will be fortnightly visits from the speech and language team, paid for by the school, which will ensure children who have speech and language needs are regularly monitored and appropriate support given.

Staff have all been trained in positive handling and through ongoing support and training from outside specialists we have systems in place to monitor and help children whose barriers to learning are from behaviour difficulties.

Staff have regular training in areas of need such as: dyslexia awareness, speech and language, phonics, Numicon (to support difficulties with maths), ways of engaging and challenging SENDD children in all subjects, support for children with dyslexia and dyspraxia.

How will my child be included in activities outside the classroom?

At Manston Primary our aim is to ensure all children with SEND are able to access all activities (as appropriate) enjoyed by their peers.

Parent/carers may be involved in the planning of activities to ensure safety and inclusion wherever possible. Some children with complex needs may attract high needs top up funding and this money is usually used to increase the staffing ratio to promote independence, while supporting inclusion. An appropriate and accessible learning environment is provided within the confines of the building. The school has ramps for wheelchair access and is a single-story building with no stairs.

Any children who need additional specific equipment and facilities will have their needs met to the best of our ability, sometimes through an application for additional funding.

How are school resources allocated and matched to the children's SEND needs?

The school is funded on a national formula per pupil. Money is allocated depending on the number of children who meet the criteria on the school's inclusion register. The school can apply for top up funding based on strict criteria, if it is felt that a child's needs are above that which can be provided through the

main budget. The school uses the additional funds to put appropriate support in place to meet the specific needs of a child, which may include employing a key worker to support the child to develop independence and access all areas of the curriculum.

How is the decision made about what type and how much support my child will receive?

The SENDCo and SGWO will take advice from all professionals involved with the child alongside the views of the parents and the child themselves if appropriate. The best package of support will be presented to the Head Teacher and be implemented accordingly.

How are parents involved in the school and how can I be involved?

The Governing Body have parent governors who can act as a link between school and parents. Parents are kept informed about teaching and other events through regular newsletters from the Head Teacher and class teachers, open evenings and open days. The school also holds information sessions to show parents our methods of teaching phonics, reading and maths. Parents are invited into school for regular information meetings, reading sessions in KS1, coffee mornings, celebration assemblies and various performances and concerts throughout the year.

Who can I contact for further information?

Who would be the first point of contact if:

a) I am considering applying for a place? - Contact the school office on 0113 264 5445 and Miss Thorpe will help you with your application and give you advice.
b) I wish to discuss something about my child? - Contact the class teacher and/or the SENDCo on the phone number above or by emailing www.manstonprimary.co.uk
c) I want information about other support services? - Contact the SENDCo who will put you in touch with the appropriate people or the parent governors.
d) I want information about the local authority's local offer? - Contact the Head Teacher or the SENDCo who have leaflets and information.
e) The Leeds support service for parents of children with special needs is:
Leeds SEND Information Advice Support Service
Technorth
9 Harrogate Road
Chapel Allerton
Leeds
LS7 3NB
Helpline
0113 378 5020 (Mon-Fri 10am to 3pm) Email:
LeedsSENDIASS@leeds.gov.uk

Further information about services for pupils with SEND in Leeds can be found on the Leeds City Council Local Offer page https://leedslocaloffer.org.uk/#!/directory..