MANSTON PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) INFORMATION REPORT 26/27

Report: Kirsty Thorpe, Elisabeth Porter and James Clay

Date: September 2026 Review Date: September 2027

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	Mrs Carly Bowker & Mr Nick Field
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.' October 2022

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:

AREA OF NEED	EXAMPLES OF NEEDS WHICH MAY BE SUPPORTED
Communication and interaction	Autism spectrum condition (ASC)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, developmental coordination difficulties, including dyspraxia, dyscalculia
	Moderate learning difficulties
	More complex learning needs, including where personalised provision is identified through an EHC plan
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

The four broad areas help the school identify and plan support. Pupils' needs may overlap and provision is based on the individual pupil's barriers, strengths and intended outcomes rather than a diagnosis alone.

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

Manston

SEND
Special Educational Needs & Disabilities

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!

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0113 264 5445
https://www.manstonprimary.co.uk/

INVESTORS IN PEOPLE We invest in people Standard · asthma Friendly · Ofsted Good Provider · HealthySchools · Stephen Lawrence EDUCATION STANDARD

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 NPQ 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:

- Adaptive Teaching Strategies
- Behaviour is a communication
- 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

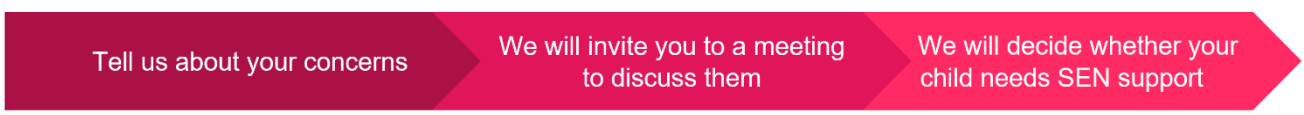
3. What should I do if I think my child has SEND?

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



If you think your child might have SEND, the first person you should tell is your child's teacher.

They will pass the message on to our SENDCO/SGWO, who will be in touch to discuss your concerns.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

If we decide that your child needs SEND support, we will formally notify you in writing and your child will be added to the school's SEND register.

You can also contact the SEND team directly by email Elisabeth.Porter@manston.leeds.sch.uk or Kirsty.thorpe@manston.leeds.sch.uk.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

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 support plan. 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

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.

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 an Education, Health and Care needs assessment- Education, Health and 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.

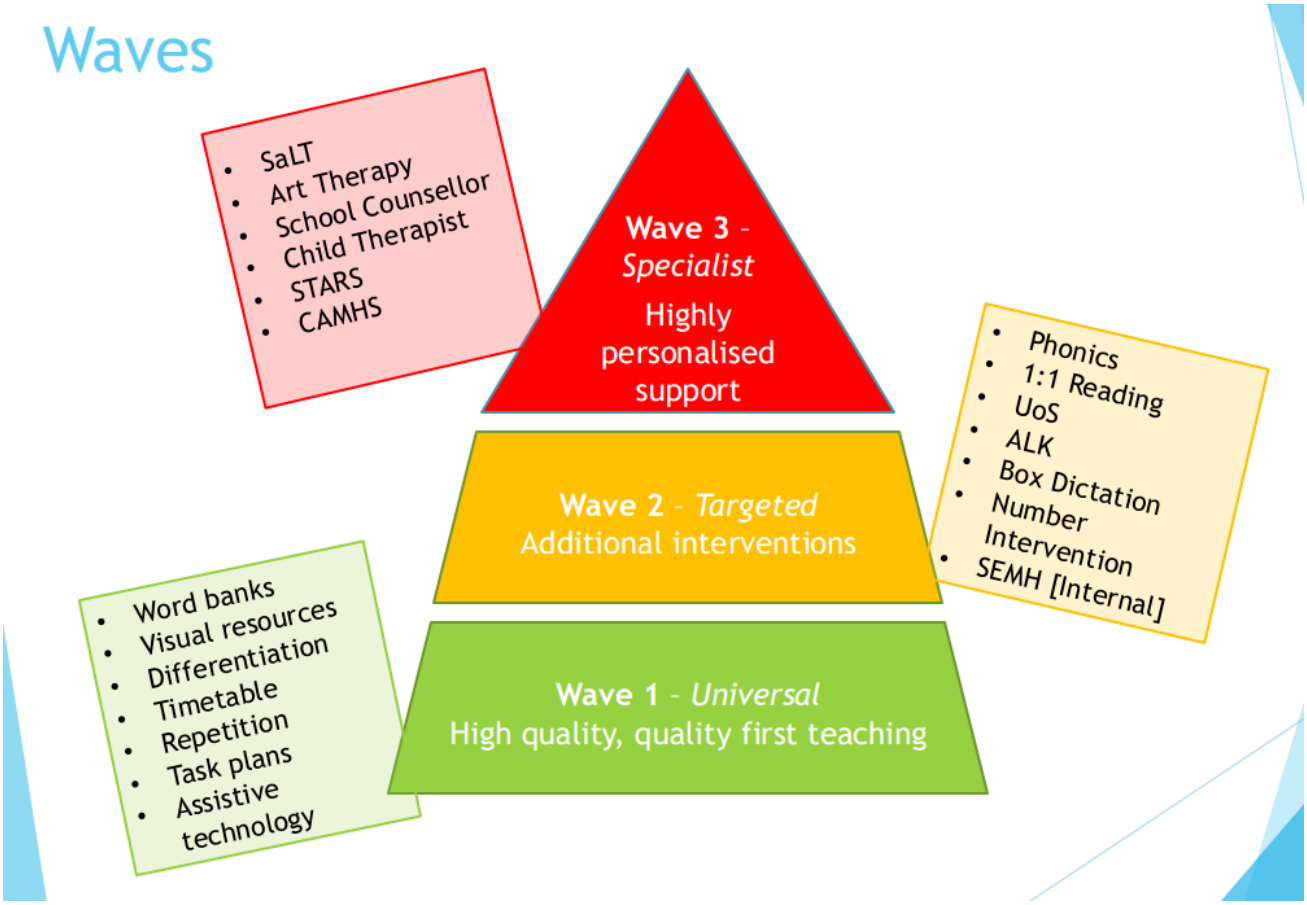
If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

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.



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 inclusion for all pupils.
- 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 uses its delegated budget, including its notional SEN budget, to meet the needs of pupils with SEN. The £6,000 figure used within national funding arrangements relates to the additional costs of high-needs provision.

It is not a personal allocation, entitlement or limit on the school's duty to use its best endeavours to secure the provision a pupil requires. Where the cost of provision exceeds this threshold, the school may work with the local authority to seek additional or top-up funding.

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 (such as reading pens)
- 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?

Applications for pupils who do not have an EHC plan are considered under the same published admissions arrangements as applications for other pupils. A pupil must not be refused admission because they have SEN or a disability.

Admissions for pupils with an EHC plan are managed through the statutory EHC plan process. The local authority will consult the school when considering whether Manston Primary School should be named. Where the school is named in a final EHC plan, the pupil will be admitted in accordance with the Children and Families Act 2014.

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 Designated Safeguarding Lead 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.

The school takes proactive steps to prevent bullying and prejudice-based behaviour involving pupils with SEND. Pupils are taught how to report concerns, staff monitor patterns through the school's recording systems, and concerns are investigated and addressed through the school's Behaviour Policy. Additional support and reasonable adjustments are provided where a pupil's communication or other needs affect their ability to recognise, report or respond to bullying.

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

Manston

S E N D
Special Educational Needs & Disabilities

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
Dennil Road
Crossgates
Leeds
LS15 8SD

0113 264 5445
https://www.manstonprimary.co.uk/

INVESTORS IN PEOPLE We invest in people Standard
asthma friendly
HealthySchools
Stephen Lawrence EDUCATION STANDARD
Ofsted Good Provider

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
- **SEN** – 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: Manston Primary School's graduated approach and provision overview

This appendix provides examples of the support Manston Primary School may use to meet pupils' special educational needs and disabilities. It is not an exhaustive list or an entitlement to a particular intervention, resource or level of adult support.

Provision is selected according to:

- The pupil's strengths, needs and barriers to learning.
- The views of the pupil and their parents or carers.
- The outcomes the pupil is working towards.
- Assessment information and advice from relevant professionals.
- Evidence about which approaches are likely to be effective.
- The pupil's response to previous teaching, adjustments and support.

A diagnosis is not required before support can be put in place. Equally, a diagnosis does not automatically mean that a pupil has SEN. The key consideration is whether the pupil requires special educational provision that is additional to or different from that ordinarily available to pupils of the same age.

A pupil may receive support from more than one part of this overview at the same time. Pupils do not have to progress through fixed levels or "waves" before receiving appropriate provision.

Disabled pupils may require reasonable adjustments whether or not they are identified as having SEN. Difficulties arising solely because a pupil is learning English as an additional language are not SEN, although a pupil may have both EAL and SEN.

1. Ordinarily available and adaptive teaching

High-quality, adaptive teaching is the starting point for meeting pupils' needs. Teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils receive support from teaching assistants or specialist staff.

Ordinarily available provision may include:

- A calm, safe and welcoming learning environment.
- Positive and consistent relationships with adults.
- Predictable classroom routines and clear expectations.
- Visual timetables, now-and-next prompts and advance notice of changes.
- Clear explanations using appropriate vocabulary and manageable steps.
- Instructions supported by modelling, examples, visuals or practical demonstrations.
- Additional processing time and opportunities for repetition.
- Pre-teaching and revisiting important vocabulary, concepts or routines.
- Regular checks for understanding rather than relying on a pupil to ask for help.
- Scaffolds such as writing frames, worked examples, word banks, sentence stems and task checklists.
- Concrete resources, practical equipment and visual representations.
- Flexible grouping according to the learning purpose and pupils' needs.
- Appropriate levels of challenge, including opportunities for overlearning and consolidation.
- Adapted reading material, font size, layout or amount of information presented at one time.
- Alternative ways for pupils to record or demonstrate their learning when extended writing is not the intended outcome.
- Appropriate use of assistive technology, including laptops, tablets, reading pens or speech-to-text software.
- Planned movement, sensory or regulation opportunities where these support access to learning.
- Consideration of seating, lighting, noise, displays and other features of the classroom environment.

- Explicit teaching of learning behaviours, communication, emotional vocabulary and self-regulation.
- Feedback that identifies progress and supports pupils to understand their next steps.
- Opportunities for pupils to make choices and develop independence.
- Reasonable adjustments to classroom activities, assessment and school routines.

These approaches are available according to need and do not depend on a pupil having a diagnosis or being placed on the SEN register.

2. Targeted, time-limited support

Some pupils require support that is more focused than ordinarily available classroom provision. Targeted support may be provided individually or in a small group and may take place within or outside the classroom.

Targeted provision will normally have:

- A clear reason for the support.
- A starting point or baseline assessment.
- A specific and achievable intended outcome.
- A planned frequency and duration.
- Delivery by appropriately trained staff.
- Links to classroom learning and teaching.
- Regular communication between the teacher and the adult delivering the support.
- A planned review of progress and impact.
- Consideration of the pupil's and parents' views.
- A clear decision about whether support should end, continue or be adapted.

Access to a targeted intervention does not automatically mean that a pupil has SEN. The school will consider whether the pupil requires provision that is additional to or different from the provision ordinarily available.

Targeted provision may include:

- Additional phonics, reading, comprehension or fluency support.
- Structured support for spelling, writing or handwriting.
- Additional number, calculation, fluency or mathematical reasoning support.
- Pre-teaching or overlearning of vocabulary and key concepts.
- Precision Teaching or other structured approaches to securing specific knowledge or skills.
- Speech and language programmes, including activities advised by a speech and language professional.
- Colourful Semantics or other structured approaches to developing language.
- Support to develop listening, attention, interaction or communication.
- Fine-motor, gross-motor or handwriting activities.
- Support from the Learning Mentor or Behaviour and Inclusion Officer.
- Planned emotional literacy, regulation or wellbeing support.
- Use of an identified key adult for planned check-ins.
- Social communication or supported interaction activities.
- Structured support for transitions, routines or changes.
- Carefully planned use of sensory or regulation resources.
- Additional preparation for educational visits, performances, clubs or residential activities.

Targeted support will be reviewed to establish whether it is helping the pupil make progress towards the agreed outcome. The school will avoid continuing an intervention simply because it has previously been available.

3. Personalised or specialist provision

Some pupils require a more individualised package of provision because of the nature, complexity or persistence of their needs. This provision may be informed by the school's assessment processes, specialist advice or an Education, Health and Care plan.

Personalised or specialist provision may include:

- An individual pupil profile, provision plan or support plan setting out strengths, needs, outcomes, adjustments and agreed provision.
- More frequent assess, plan, do and review cycles.
- Individualised teaching approaches or resources.
- A personalised communication programme.
- Alternative or augmentative communication, where recommended.
- Individual visual supports, task systems or transition arrangements.
- Specialist equipment or assistive technology.
- An individual sensory or regulation plan.
- Specific environmental adaptations.
- Individual arrangements for personal care or medical needs.
- Advice or programmes from speech and language therapy, occupational therapy, physiotherapy or specialist teaching services.
- Individualised support for emotional regulation, anxiety or engagement.
- Additional adult support where assessment shows that this is necessary.
- Access arrangements for statutory assessments.
- A carefully planned and regularly reviewed personalised timetable where this is necessary and appropriate.
- Risk assessment and planning where a pupil's needs create an identified safety risk.
- Provision specified in an Education, Health and Care plan.

Additional adult support will be planned carefully. Its purpose should be to provide access, develop skills and increase independence, rather than creating unnecessary dependence on an adult.

Where a pupil has an EHC plan, the school will secure the educational provision specified in the plan and contribute to the statutory annual review process.

4. External and specialist involvement

The school may seek advice or support from external professionals where this will help staff to understand a pupil's needs, select appropriate provision or evaluate its impact.

External involvement may include:

- Speech and Language Therapy.
- Educational Psychology.
- Occupational Therapy.
- Physiotherapy.
- Specialist support for hearing, vision, sensory or physical needs.
- Paediatric or other health services.
- School Nursing.
- Child and Adolescent Mental Health Services.
- MindMate and other emotional wellbeing services.
- Leeds SEND and inclusion services.
- East Area Inclusion Partnership support.
- Cluster-based family, wellbeing, counselling or therapeutic services.
- Early Help and Children's Social Care.

- Voluntary and charitable organisations.

The involvement of specialists will normally be discussed with parents or carers and, where appropriate, the pupil. Access to individual services is subject to their referral criteria, professional judgement and availability.

The school will continue to provide appropriate teaching, adjustments and support while a pupil is waiting for external assessment or advice. Support will not be delayed solely because a pupil does not have a diagnosis.

Examples of provision across the four broad areas of need

Pupils' needs do not always fit within one area. Provision may therefore draw on strategies from several sections.

Communication and interaction

Pupils may experience differences or difficulties in understanding language, expressing themselves, interacting with others, interpreting social situations or managing changes and uncertainty.

Possible provision may include:

- Clear, concise language and reduced use of unnecessary or ambiguous language.
- Breaking spoken information into manageable steps.
- Additional processing time.
- Visual timetables, symbols, photographs, objects or written prompts.
- Now-and-next or first-and-then supports.
- Advance preparation for changes to routines, staff or activities.
- Explicit teaching and checking of vocabulary.
- Pre-teaching of subject-specific language.
- Talk frames, sentence stems and structured opportunities to rehearse responses.
- Alternative ways to contribute to discussion without requiring an immediate verbal response.
- Structured choices and supported decision-making.
- Consideration of the pupil's preferred method of communication.
- Reduced language demands during periods of anxiety or dysregulation.
- Support to recognise and communicate needs, emotions and requests for help.
- Colourful Semantics or other structured language approaches.
- Speech and language programmes delivered following assessment or professional advice.
- Supported interaction, turn-taking or social communication activities.
- A communication profile or pupil passport.
- Alternative or augmentative communication where assessed as appropriate.
- Advice from Speech and Language Therapy or specialist services.

Staff will not assume that a pupil's communication, eye contact, facial expression or response time indicates a lack of attention, interest or empathy. Adjustments will be based on the individual pupil's communication profile.

Cognition and learning

Pupils may require support with acquiring, retaining, recalling, organising or applying knowledge and skills. This may include pupils with general or specific learning difficulties.

Possible provision may include:

- Clear modelling and worked examples.
- Breaking learning into smaller, achievable steps.
- Repetition, retrieval practice and opportunities for overlearning.

- Use of concrete resources and visual representations.
- Explicit teaching of links between new and previous learning.
- Pre-teaching of concepts and vocabulary.
- Scaffolds such as writing frames, word banks, planning templates and task checklists.
- Reduced copying or transcription demands where these are not the intended learning outcome.
- Alternative ways to record ideas or demonstrate understanding.
- Accessible reading material and uncluttered page layouts.
- Additional time to process information and complete tasks.
- Explicit teaching of memory, organisation and study strategies.
- Support to plan, begin, complete and review a task.
- Frequent checks for understanding and opportunities to correct misconceptions.
- Structured phonics, reading, comprehension, spelling or writing support.
- Structured number, calculation, fluency or mathematical reasoning support.
- Precision Teaching or other focused practice of identified skills.
- Assistive technology, including reading pens, text-to-speech or speech-to-text.
- Assessment and advice from the SENDCo, Educational Psychology or other relevant professionals.
- Personalised outcomes and provision where needs are more complex.

The school will not identify a pupil as having SEN solely because attainment is lower than that of their peers. Staff will consider the pupil's development, starting points, rate of progress, response to teaching and wider profile of need.

Social, emotional and mental health

Pupils may experience difficulties with emotional regulation, anxiety, attention, relationships, engagement or responses to stress. Behaviour will be understood as a possible form of communication rather than treated as a special educational need in itself.

Possible provision may include:

- Consistent, calm and predictable adult responses.
- Positive relationships with familiar adults.
- Clear routines, boundaries and expectations.
- Explicit teaching of emotions, regulation and problem-solving.
- Classroom check-ins and opportunities to communicate concerns.
- Zones of Regulation or other agreed approaches to emotional awareness.
- Access to an agreed regulation space, with appropriate support and a planned return to learning.
- Planned movement or sensory opportunities.
- Adjustments to reduce known stressors.
- Advance preparation for changes, transitions or unfamiliar situations.
- Tasks divided into manageable stages, with clear starting and finishing points.
- Supported choices and opportunities to experience success.
- Restorative conversations following incidents, when the pupil is ready.
- An identified key adult.
- Support from the Learning Mentor or Behaviour and Inclusion Officer.
- Individual regulation, support or behaviour plans where required.
- Nurture, emotional literacy or wellbeing interventions.
- Support from cluster services, counselling or therapeutic provision.
- Referral to MindMate, CAMHS or other health services where appropriate.
- Risk assessment and safeguarding action where there are concerns about safety or wellbeing.

Rewards, consequences and regulation strategies will be selected according to the individual pupil's needs and the school's Behaviour Policy. The school will not rely on a single approach for all pupils.

The school takes proactive steps to prevent bullying and prejudice-based behaviour involving pupils with SEND. Additional support and reasonable adjustments will be provided where a pupil's communication or other needs affect their ability to recognise, report or respond to bullying.

Sensory and/or physical needs

Pupils may require adjustments because of hearing, vision, sensory processing, coordination, mobility, medical or physical needs.

Possible provision may include:

- Consideration of seating, positioning, lighting, noise and visual distraction.
- Clear access routes and suitable classroom organisation.
- Accessible printed materials, including enlarged text or adapted layouts.
- Verbal description of visual information where appropriate.
- Use of specialist equipment or assistive technology.
- Alternative methods of recording.
- Adapted writing tools, pencil grips, sloped writing surfaces or specialist scissors.
- Fine-motor, gross-motor or handwriting activities.
- Movement breaks or sensory regulation opportunities.
- Access to agreed sensory resources.
- Adaptations to physical education, practical activities and educational visits.
- Additional time to move between activities or locations.
- Individual arrangements for personal care or medical needs.
- Individual healthcare plans where required.
- Emergency evacuation planning.
- Advice from Occupational Therapy, Physiotherapy, hearing or vision services.
- Environmental adaptations identified through the school's Accessibility Plan.
- Specialist equipment or individual support recommended by relevant professionals.

Sensory resources will be selected for an identified purpose and their impact reviewed. Items will not be issued solely because a pupil has a particular diagnosis.

Planning and reviewing provision

The impact of provision will be considered through the graduated approach of assess, plan, do and review.

The school will consider:

- Whether the agreed provision has been delivered.
- The pupil's progress towards the intended outcomes.
- The pupil's participation, independence and wellbeing.
- The views of the pupil and their parents or carers.
- Information from staff and relevant professionals.
- Whether adjustments remain necessary and effective.
- Whether support should end, continue, increase, reduce or change.
- Whether specialist advice or an EHC needs assessment should be considered.

Provision will not continue automatically if it is not having the intended impact. Equally, support will not be removed solely because a pupil has made progress where the support remains necessary to maintain that progress.

Parents or carers of pupils receiving SEN support will normally have at least three structured opportunities each year to discuss their child's outcomes, provision and progress. Pupils will be involved in ways that are appropriate and accessible to them.