MANSTON PRIMARY SCHOOL

SEND [SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

"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.

Policy reviewed by: Elisabeth Porter, Kirsty Thorpe and James Clay

Ratified by Governors: October 2026

Date: September 2026 Review Date: September 2028

POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITY

SENDCO – Elisabeth Porter

Safeguarding and Welfare Officer – Kirsty Thorpe

SEND Governor – Carly Bowker

This policy was created by the school's SENDCO and Safeguarding and Welfare Officer, in liason with SLT, and all staff at Manston Primary School.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- Teachers Standards (2012)
- Children and Families Act (2014)
- SEND Code of Practice 0 – 25 (July 2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)
- Education Inspection Framework (EIF): for use from November 2025 (Ofsted)
- State-funded school inspection toolkit: for use from 7 September 2026 (Ofsted)

We take into account the Equality Act 2010, the SEND Code of Practice and other relevant legislation and guidance in describing our arrangements for providing pupils with SEND, disabilities and other additional needs with access to a broad, balanced and ambitious curriculum. Our approach reflects the Education Inspection Framework and the principles of high-quality inclusive practice, including the early identification and removal of barriers to learning, participation and wellbeing.

Overview

This policy is in line with our teaching and learning policy and equality of opportunity policy and aims to support inclusion for all of our children. The responsibility for the management of this policy falls to the Headteacher; the day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-ordinator (SENDCo). The Governing Body, Headteacher and the SENDCo will work together closely to ensure that this policy is working effectively.

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 learning support 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.

The Leadership team regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement.

The staff and governors of Manston Primary School will also work to ensure that all SEND pupils reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND pupils. With this as an underlying principle, we believe that;

- ***All teachers are teachers of Special Educational Needs.***
- ***Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from learning support assistants or specialist staff.***

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved – Local Authority (LA), school, parents/carers, pupils, children's services and all other agencies.

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1. Aims

At Manston Primary School, we have an inclusive ethos and strive to support ***all*** children to achieve at school. We believe every teacher is a teacher of every child or young person, including those with SEND. We work closely with our children, families and a wide range of professionals to ensure the best possible educational outcomes. Early identification of children with SEND enables early intervention to be implemented and extra support to be put in place.

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Ensure that all pupils with SEND have their needs identified in order that they achieve their potential and develop their abilities to the full.
- 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.
- Ensure that all governors, staff, pupils and parents are aware of procedures and provision available in school.

- Ensure that all our pupils are involved in decisions made about them and their education.
- Ensure that all parents are fully involved and informed of their child's progress.
- Ensure that all staff have appropriate training to teach pupils with SEND

Our policy objectives are to:

- Promote early identification and assessment of children with SEND.
- Monitor the progress of all pupils in order to aid identification of pupils with SEND, and to ensure that children with SEND are able to achieve their full potential.
- Provide a fully inclusive environment with appropriate provision which removes barriers to learning wherever possible.
- Make sure that all children with SEND have full access to the National Curriculum.
- Provide an environment which fosters close partnership with the children and their parents/carers.
- Provide access to, and work closely with, specialist outside agency help when this is necessary and appropriate.
- Provide on-going support and advice for staff: **Identification, Assessment and Review.**

2. Inclusion

At Manston Primary School, inclusion is a whole-school responsibility and an entitlement for every pupil. We are committed to providing a welcoming, ambitious and inclusive environment in which pupils with SEND are valued, have a strong sense of belonging and are enabled to participate fully in the academic, social and wider life of the school.

We recognise that pupils may experience a range of barriers to their learning and/or wellbeing and that these may be multiple, overlapping or change over time. Although this policy specifically addresses SEND, our approach to inclusion forms part of our wider provision for pupils who may be disadvantaged, known to children's social care or who experience other barriers to their learning, attendance, participation or wellbeing. Inclusion is therefore considered across teaching and learning, personal development, attendance, behaviour, safeguarding and pastoral provision.

2.1 We promote inclusion by:

- *Maintaining high expectations for all pupils.*
- *Identifying needs and barriers early.*
- *Prioritising high-quality inclusive teaching.*
- *Removing barriers and making reasonable adjustments.*
- *Ensuring access to the full curriculum and wider school offer.*
- *Promoting participation and belonging.*
- *Listening to pupils and working in partnership with families.*
- *Working effectively with other professionals.*

- *Supporting successful transitions.*
- *Monitoring impact and continually improving provision.*

The SENDCo works with senior leaders, staff and governors to promote and develop inclusive practice across the school. Inclusion is not viewed as the responsibility of an individual member of staff or as provision delivered separately from ordinary school life; all teachers are teachers of pupils with SEND, and all staff share responsibility for identifying and reducing barriers to pupils' learning, participation and wellbeing.

This section should be read alongside the school's Teaching and Learning Policy, Personal Development Policy, Accessibility Plan, Equality Policy, Behaviour Policy, Attendance Policy and Safeguarding and Child Protection Policy, which together set out the school's wider approach to removing barriers and ensuring that all pupils are able to achieve, participate and belong.

2.2 Our Inclusion Strategy

Our whole-school approach to inclusion is further set out within the school's published Inclusion Strategy. The strategy identifies the commonly occurring and predictable needs within our school community, the barriers to learning and participation experienced by pupils with additional needs, and the actions we take to strengthen inclusive practice. The Inclusion Strategy sets out how the school's overall funding allocation, including core funding, the notional SEN budget and the Inclusive Mainstream Fund, is used to develop high-quality inclusive universal provision, provide early and evidence-informed targeted support and remove barriers to pupils' learning and participation.

The strategy is informed by our knowledge of our pupils and community, assessment and attainment information, SEND, attendance, behaviour and safeguarding information, pupil and parent voice and relevant evidence and research. It is scrutinised by governors and reviewed to evaluate the impact of the school's approach and inform future priorities and investment.

The Inclusion Strategy is published on the school website and should be read alongside this SEND Policy, the SEND Information Report, Accessibility Plan, Pupil Premium Strategy and other relevant school policies.

3. Legislation and guidance

This policy and 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

4. 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 schools:

- **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.

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.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

5. Roles and responsibilities

5.1 The SENDCo

The SENDCo is Elisabeth Porter. Elisabeth.Porter@manston.leeds.sch.uk

They will:

- Work with the headteacher and SEND governor (Carly Bowker) to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

5.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school
- To be fully involved in developing and monitoring the SEND policy.
- To have up to date knowledge about the school's SEND provision, including funding.
- To know how equipment and personnel resources are deployed,
- To ensure the quality of SEND provision is continually monitored,

To ensure the SEND policy is subject to a regular cycle of monitoring, evaluation and review.

5.3 The headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- To ensure that the needs of SEND children are met within school.
- To allocate roles and responsibilities to staff so that pupil's individual needs are met.

- To monitor, evaluate and review provision for SEND
- To manage the budget and take responsibility for how the SEND and Pupil Premium budgets are allocated.
- To analyse data for groups of pupils and ensure provision is put in place.

5.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any learning support assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy
- To ensure all children in class have access to a broad, balanced and rich curriculum.
- To provide learning experiences which are appropriate to the needs of each individual child.
- To monitor progress of their pupils and identify which children are not making adequate progress.
- To liaise with the SLT about children's progress, and raise concerns with the SENDCO if a child needs additional support.
- To know which pupils in their class are on the SEND register and their level of need.
- To provide regular updates for parents and contribute to the review process.
- To write individual programmes of support for pupils identified as having a special educational need and/or disability and review these termly.
- To ensure LSAs are supporting pupils in their class, as directed.
- To attend appropriate INSET and courses.

5.5 Learning Support Assistants

Each LSA is responsible for:

- To carry out activities and learning programmes, as directed and planned by the class teacher.
- To raise concerns about a child's progress or needs with the class teacher and the SENDCo.
- To keep a record of any additional support work, stating frequency and with whom any interventions have been carried out.
- Discuss the progress and success of interventions regularly with the class teacher.

- To support children's needs in school as directed by the class teacher.
- To attend INSET and courses where appropriate.
- To be aware of the contents of the school SEND policy.

6. SEND Information and Reports

6.1 The kinds of SEND that are provided for

Areas of Need

Children will have needs and requirements which may fall into at least one of four areas, many children will have inter-related needs. The areas of need are:

- **Communication and interaction**

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Communication and Interaction needs include:

• Speech, language and communication needs (SLCN)

• Autism (including Asperger's Syndrome also known as ASD).

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Provision Map – Communication and Interaction

Level of Support	Supporting Documentation	Speech, Language and Communication (SLCN)	Autism Spectrum Condition (ASC)
Diagnosis information		**Students whose primary need is in this category may be identified through teacher assessment or assessment through the speech and language service.**	**Students whose primary need is in this category will have a recognised diagnosis.** The strategies can be used to support students with or without diagnosis.
Universal Strategies and support available for children with SEND in the classroom	Individual Support Plan	**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*	**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*

		said. **Visual cues and prompts used** *e.g. use images to support language (consider the use of PECS in EYFS, KS1 & 2 if needed)* **Use talk frames and key phrases** *Using scaffolding will help support responses*	*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*
Targeted Support Targeted support during lesson time or small group intervention	Individual Support Plan (e.g. Provision Map, Boxall, SALT treatment plan) Highlighted provision map	**Spoken Language Development** SaLT plan (3 x 20 mins weekly) **Social Interaction** **KS1 Talk boost** **Understanding and using language** **EYFS, KS1 & 2 Colourful Semantics**	**Communication and Reciprocal Social Interaction** **KS1 Talk boost** **Social Stories** (1 x 30 mins weekly) (used to explore scenarios including behaviour incidents and personal difficulties such as understanding personal space). **Increased use of visuals** (timetables, task plans, clocks, timers) **Access to time out/low stimulation environments/safe spaces** **Restricted and Repetitive Behaviours** **Increased need to prepare for changes to routines** **Opportunities to explore and celebrate personal interests** **Social Stories** (1 x 30 mins weekly) Use to explore or inappropriateness to context or audience. **Increased adult supervision** Most likely in unfamiliar settings where behaviour may be less predictable. **Sensory Differences** **Resources to support sensory sensitivities** chewee, wobble cushion, ear defenders **Resources to support fine motor skills** specialist pencils/pen, pencil grips or weights **Access to time out/low stimulation environments/safe spaces** **Reasonable adjustments made** (e.g. lunch time food options) **Intensive interaction** techniques **STARS referral** (diagnosis only) **Occupational Therapist Referral** **Team Teach Positive Handling**
Specialist Support Personalised learning programmes, often delivered 1:1. Specialist agencies may be involved.	Individual Support Plan (e.g. Provision Map, Boxall, SALT treatment plan) Highlighted provision map	**Disordered speech** SaLT Referral Speech and Language Treatment Plan **Understanding and using language** Talking House Referral **EYFS, KS1 & 2 Colourful Semantics** **Access Arrangements**	**Communication and Reciprocal Social Interaction** **Social Stories** (1 x 30 mins weekly) (used to explore scenarios including behaviour incidents and personal difficulties such as understanding personal space and safety). **Increased reliance on Augmentative Alternative Communication (AAC)** Student relies on PECS, Communication Boards, Makaton **Increased access time out/low stimulation environments/safe spaces** **Restricted and Repetitive Behaviours** **Increased adult supervision** To support with impulsivities and managing the challenges in a mainstream classroom environment. **Sensory Differences** **Sensory Circuits** (15 mins twice daily) **STARS referral** (diagnosis only) **Occupational Therapist referral** **Risk assessment in place** **Team Teach Positive Handling**
Specialist Support exceeds approximately 16 hours of adult	Individual Support Plan (e.g. Provision Map, Boxall, SALT treatment plan)	**EHCP application** **FFI application** **Increased reliance on Augmentative Alternative Communication (AAC)** Student relies on PECS,	**EHCP application** **FFI application** **Increased reliance on Augmentative Alternative Communication (AAC)** Student relies on PECS,

1:1 support	Highlighted provision map	Communication Boards, Makaton	Communication Boards, Makaton **Access to time out/low stimulation environments/safe spaces/Ayuda** **Team Teach Positive Handling**

❖ Cognition and learning (Including specific learning difficulties)

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs. Children with a specific learning difficulty (SpLD) may have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

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Provision Map – Cognition and Learning

Level of Support	Supporting Documentation	Moderate Learning Difficulty (MLD)	Specific Learning Difficulty (SpLD) Dyslexia	Specific Learning Difficulty (SpLD) Maths
Diagnosis Information		**Students whose primary need is in this category may be identified through teacher assessment, diagnosis through the child development centre /SENIT or the Educational Psychology Service.**		
Universal Strategies and support available for children with SEND in the classroom	Individual Support Plan	**EYFS Developmental Journal** supports formative and summative assessment and informs planning. **Communication Matters language assessment (Communication Trust)** supports formative and summative assessment of language. **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…"*	**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.* *www.listening-books.org.uk* **Quiet reading** *Minimise distractions* **Differentiated Spellings** *e.g. CEW/HFW lists from KS1* *Read theory* *Bug Club* *Same day pick-ups .*	**Manipulatives** *Support mathematical understanding with concrete objects. Consider using play equipment, number lines, number squares, five and ten frames, Numicon, number rods, base ten, money, timetable squares, part-whole models.* **Break down information into bitesize chunks** *e.g. give one instruction at a time.* **Clarify, display and refer back to new or difficult vocabulary** *Revisit throughout lessons, not just in starters and plenaries.* **Opportunities for mathematical talk** *Reinforce learning by asking children to explain concepts to their partner. (Maths no problem strategies)* **Use worked examples** *Use demonstrations to support learning new concepts or extending learning.* **Apps to support learning basic skills** *Times table Rock Stars, .* **Same day pick-ups**

		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.*		
Targeted Support Targeted support during lesson time or small group intervention	Individual Support Plan (e.g. Provision Map, Boxall, SALT treatment plan) Highlighted provision map	**Reading & Writing** **Targeted/guided group support in English and Maths** (3 x a week Minu **Key Word Readers** (3 x weekly) **EYFS & KS1** **Differentiated Floppy's Phonics** (5 x weekly) **Maths** **KS2- small group support** **Booster sessions.** **Speech and Language** 4 x weekly **Communication** **Time to Talk**	**Full School - Additional 1:1 Reading- Rapid readers/Project X / Bug Club** **Box dictations** **Handwriting (Debbie Hepplewhite)**	Small group support Maths fluency intervention groups **Ttrockstars (extra support)** **Numbots** **Archived National Strategy Materials** **Springboard 3, 4, 5, 5, 6, 7** (3 x weekly for 30 mins) **Overcoming barriers in mathematics levels 1-2, 2-3, 3-4.**
Specialist Support Personalised learning programmes, often delivered 1:1. Specialist agencies may be involved.	Individual Support Plan (e.g. Provision Map, Boxall, SALT treatment plan) Highlighted provision map	**Reading & Writing** **Maths** **KS2 Modified curriculum** **Speech and language** **Colourful Semantics** **Communication** **SaLT plan** **SENIT Referral**	**Active Literacy** (1:1, 5 x weekly for 20 mins) Units of sound **KS2 Access Arrangements** **SENIT Referral**	**KS2 Access Arrangements** **SENIT Referral**
Specialist Support exceeds approximately 16 hours of adult 1:1 support	Individual Support Plan (e.g. Provision Map, Boxall, SALT treatment plan) Highlighted provision map	**EHCA request** **FFI application**	**EHCA request** **FFI application**	**EHCA request** **FFI application**

❖ Social, emotional and mental health difficulties.

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

Provision Map – SEMH

Level of Support	Supporting Documentation	Attention deficit hyperactivity disorder (ADHD)	Disruptive, antisocial and uncooperative behaviour	Anxiety and Self-Harm
		Students whose primary need is in this category will have a recognised diagnosis.	Students whose primary need is in this category may be identified through teacher assessment	
Universal Strategies and support available for children with SEND in the classroom	Pupil Passport / Individual Support Plan	**Seating** *Seat student near the front with their backs to the class next to positive role models and away from walkways.* **Quiet place** *Establish a quiet place where the student could work* **Fiddle toys and wobble cushions** *These can help to calm an active mind and aid concentration. Be cautious. They can often be used inappropriately.* **Timers** *Helps to motivate and supports students completing activities in a set amount of time.* **Break down information and activities into bitesize chunks** *e.g. give one instruction at a time.* **Allow students to use pre-taught calm down strategies** **Use reward systems** *These may be linked to positive behaviour reports.* **Aim for a ratio of four positive comments to one negative** *Teach students to reward themselves. Tell them when they should feel proud of their work.* **Have clear rules, routines and boundaries** *Use visuals to support this.*	**Seating** *Consider sitting the student by a more settled peer* **Calm down area/time out area/safe space** *If a student becomes wound up or anxious, allow them to remove themselves to an agreed area* **Make tasks shore with opportunities for breaks** *Activities will feel less overwhelming and out of reach* **Ensure goals, expectations and timescales are clear** *Use WAGOLLs and timers. Be explicit* **Use of language** *Say what you want them to do, rather than what you don't* **Refer to the behaviour without labelling the student** **Remind students of the rules and use positive reinforcement** *Catch students making good choices* **Reminds of consequences (See behaviour policy for details)** **Use reward systems** *These may be linked to positive behaviour reports.* **Pastoral support** **Learning Mentor time**	**Seating** *Consider the configuration of the seating in the classroom. Class participation may be hindered by: worry, embarrassment about producing the wrong answers or being the centre of attention.* **Review how questioning is used** *Start with easier questions to build confidence, let students know in advance when it will be their turn and give time to rehearse response.* **Consider how children are grouped** *Assign your anxious student to small groups with peers that may help /support them.* **Support with managing work-load** *Teach strategies to support students with organising and prioritise their homework.* **Plan opportunities to rehearse experiences which may heighten anxiety** *Prepare for examinations and tests by rehearsing under similar conditions.* **Break down projects into manageable chunks with instructions and models.**
Targeted Support Targeted support during lesson time or small group intervention	Individual Support Plan (e.g. Provision Map, Boxall, SALT treatment	**Boxall** **Assessment Individual Learning Plan** **Incredible 5-Point Scale** **Access to time out/low**	**Positive Behaviour Report** **SDQ (strengths and difficulties questionnaire – areas for support identified)** **Boxall**	**SDQ identification of areas for support** **Boxall Assessment** **Individual education Plan** **Friendship Group**

	plan) Highlighted provision map	**stimulation environments/safe spaces** **Anger Management intervention** • **5 can make me lose control** **Friendship Group** **Pastoral Advocate support** **Specialist HLTA support** **Team Teach Positive Handling**	**Assessment Individual education Plan** **Behaviour Panel** **Incredible 5-Point Scale** (30 mins, 1 x weekly) **Anger Management intervention** (30 mins, 1 x weekly) • **5 can make me lose control.** **Friendship Group (LM support)** **Pastoral Advocate support** **Specialist HLTA/learning mentor support** **Team Teach Positive Handling** **Access to time out/low stimulation environments/safe spaces**	**Pastoral support (SGO/LM)** **Access to time out/safe space** **Direct teaching on techniques to relieve anxiety** (deep breathing, grounding techniques)
Specialist Support Personalised learning programmes, often delivered 1:1. Specialist agencies may be involved.	Individual Support Plan (e.g. Provision Map, Boxall, SALT treatment plan) Highlighted provision map	**Boxall Assessment and Individual learning Plan** **TLA Behaviour Panel** **Incredible 5-Point Scale** (30 mins, 1 x weekly) **Anger Management intervention** (30 mins, 1 x weekly) • **5 can make me lose control** **Social Stories** **Sensory Circuits** (15 mins, twice daily) **Specialist HLTA/LM support** **Key adult** **Daily check ins and check outs** **SENIT Individual Learning Plan** **SENIT referral** **Referrals to external agencies (inc. Educational Psychology)** **Increased adult to student ratio** **Risk assessment in place** **Team Teach Positive Handling**	**Positive behaviour report** **Boxall Assessment and Individual learning Plan** **Incredible 5-Point Scale** **Anger Management intervention** • **5 can make me lose control** **Social Stories (Specialist HLTA LM/support** **Key adult** **Daily check ins and check outs** **SENIT Individual Learning Plan** **SENIT referral** **Referrals to external agencies (inc. Educational Psychology)** **Increased adult to student ratio** **Risk assessment in place** **Team Teach Positive Handling**	**Boxall Assessment Individual Learning Plan** **Cluster Therapeutic 1:1 Counselling / play therapy** **Key adult** **Daily check ins and check outs** **TLA SENIT Individual Learning Plan** **SENIT referral** **Referrals to external agencies (inc. Educational Psychology)** **The Beck small group targeted self-esteem group support.**
Specialist Support exceeds approximately 16 hours of adult 1:1 support	Individual Support Plan (e.g. Provision Map, Boxall, SALT treatment plan) Highlighted provision map	**FFI application** **EHCP application** **Increased adult to student ratio**	**EAIP** **FFI application** **EHCP application**	**FFI application** **EHCP application**

- **Sensory and/or physical**

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).

Provision Map – Sensory and/or Physical Needs

Level of Support	Supporting Documentation	Hearing impairment (HI), visual impairment (VI) or multi-sensory impairment (MSI)	Physical Disability (PD) *Eg. Arthritis, Cerebral Palsy, Duchenne Muscular Dystrophy, Chromosomal Disorders, Acquired Brain Injury)*
Diagnosis information		**Everyone whose primary need is in this category will have a recognised disability with a diagnosis. Some may have more than one of these disabilities.** *People with sensory and/or physical disabilities may or may not also have cognition and learning needs; if the combination of needs is severe and complex, then it is more likely that their primary area of need will be Cognition and Learning. Many people who have sensory and/or physical disabilities will have no cognitive impairment at all but will need the appropriate equipment and/or support to access the teaching and learning they need. Some people with sensory and/or physical needs will also have need from any of the other broad areas of need, such as autism, mental health difficulties and so on.*	
Universal Strategies and support available for children with SEND in the classroom	Pupil Passport/Individual Support Plan /IHCP	**Seating** *Ensure that children are sat where they can see the whiteboard or where they can hear the teacher. In the case of children with a hearing impairment, ensure that students are able to see the face of the teacher.* **Equipment** *Ensure that hearing aids and glasses are worn by the students. Promote independence with managing equipment.* **Amend resources** *Consider enlarging texts where the print is small*	**Equipment** *Specialist pens/pencils etc.* **Assistive Technology** *e.g. supports access of reading and writing* **Medication** *Prescribed medication may be administered to support condition*
Targeted Support Targeted support during lesson time or small group intervention	Individual Support Plan /IHP (e.g. Provision Map, Boxall, SALT treatment plan) Highlighted provision map	**All students with a sensory impairment will have access to a specialist teacher.** **ILP follows advice from specialist teachers and supporting agencies.**	**IPM follows advice from external supporting agencies (ie. Occupational therapists, Physiotherapists)** **Risk Assessment**
Specialist Support Personalised learning programmes, often delivered 1:1. Specialist agencies may be involved.	Individual Support Plan (e.g. Provision Map, Boxall, SALT treatment plan) Highlighted provision map	**All students with a sensory impairment will have access to a specialist teacher.** **IPM follows advice from specialist teachers and supporting agencies.**	**IPM follows advice from external supporting agencies (ie. Occupational therapists, Physiotherapists, Dieticians)** **Reasonable adjustments to support fatigue and pain** Students may benefit from a personalised timetable or rest breaks when in school **Support with self-care** Students may require support with self-care (please see intimate care policy for more information) **Increased adult support at specific times of the day (lunch times, PE etc.)** **Risk Assessment** **Epi-pen trained staff**

			Asthma support trained staff
Specialist Support exceeds approximately 16 hours of adult 1:1 support	Individual Support Plan (e.g. Provision Map, Boxall, SALT treatment plan) Highlighted provision map	**FFI application** **EHCP application**	**FFI application** **EHCP application**

- **Medical**

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

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

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

- **Children in Hospital**

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

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

- **Short term Needs**

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

6.2 Identifying pupils with SEND and assessing their needs

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 or those children with a specific educational need will be given support through a behaviour plan, or an individual learning profile. There is also a provision map for each class agreed at the pupil progress meetings term, which identifies children targeted for extra support within class or intervention groups- these children may not have a separate learning plan.

6.3 Consulting and involving pupils and parents

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.

6.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

School Support for SEND

The triggers for intervention could be the teacher's or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;

• Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.
• Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
• Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning
• Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme;

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 and will include the termly Pupil Progress Meetings.

Assess

In identifying a pupil as needing **SEND support** the class teacher, working with the SENDCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.

• The pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services.
• This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEND, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

Plan

Parents/carers, with their child, will meet with the class teacher and the SENDCo to decide on the interventions and support to be put in place as well as the expected impact on progress and development. This will be recorded on an ISP (individual support plan) or Pupil Passport to support those with SEMH Needs, with a date to review the plan. The date for review will depend on the level of need present.

• The ISP will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the Individual Support Plan will be reviewed.

• The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.
• The ISP will usually involve a contribution by parents/carers to reinforce learning at home.
• Where appropriate, the ISP will detail the support from other agencies and how this will support the pupil in achieving the desired outcomes.
• Parents/carers will then be formally notified by letter when it is decided to provide a pupil with SEND support (although parents/carers should have already been involved in the assessment of need).
• So, if it is agreed that a pupil requires SEND support, all parties meet and develop a Pupil Passport detailing the support which will bring about the next part of the cycle.

Do

The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any learning support assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
• The SENDCo will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.
• The class teacher is responsible for the daily implementation of the plan and will contribute to the review.

Review

There will be a review of the ISP on the date previously agreed. This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers as appropriate.
• Parents/carers will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.
• Where a pupil has complex needs involving more than one agency it will depend on the pupil's needs and the frequency of the educational reviews as to whether external agencies attend each educational review, this will be agreed at the initial meeting.
• This review will feedback into the analysis of the pupil's needs, then the class teacher, working with the SENDCo, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parent and the pupil.
• Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

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 FFI funding if the child met the necessary criteria or it may be deemed appropriate to request a statutory assessment- Education Health and Social Care Plan.

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

6.5 Supporting pupils moving between phases and 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.

6.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We work in partnership with the child, parent/carers, all staff, governors and outside agencies.
Class teachers use a range of differentiation to provide effective learning opportunities for all pupils.

Where a child is identified as having special educational needs an Individual Learning Profile will be drawn up tailored to each individual child's needs. Realistic targets will be set and the plans will be reviewed/evaluated regularly and involve the child, parent, teacher and all support services.

We enhance self-esteem by setting appropriate targets and rewards.

We use a variety of complementary approaches to support the class teacher and child – differentiation, 1-1, group, whole class, within the class or withdrawal when appropriate.

We include the child within the class, wherever and whenever practicable.

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

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

Name of Intervention	**Subject**	**Year Groups**
Speech and Language [Therapist Lead]	Communication & Interaction	REC-6
Speech and Language [LSA lead]	Communication & Interaction	REC-6
Awareness Vocab	Communication & Interaction	KS1
Phonics [Small Group and 1:1]	Reading, Writing and Literacy	REC-6
Colourful Semantics	Reading, Writing and Literacy	1-6
Number [Small Group and 1:1]	Mathematics	REC-6
ALK	Writing	2-6
Lexia	Reading and Writing	1-6
Reading [Small Group and 1:1]	Reading	REC-6
Project X	Reading and Literacy	KS2
Read Theory/Bug Club	Reading	1-6
Boxed Dictation	Writing	KS2
Maths Booster	Mathematics	Y6
Maths Fluency	Mathematics	Y6
Arithmatic	Mathematics	UKS2
Additional Reading	Reading	REC-6
Independent Writing Support	Writing	REC-6
Learning Mentor	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

6.7 Adaptations to the curriculum and learning environment

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 discrimination against pupils with SEND and takes appropriate positive action and makes reasonable adjustments, in accordance with the Equality Act 2010, to reduce disadvantage, remove barriers and enable pupils with SEND and disabilities to access learning, participate fully in school life and achieve positive outcomes alongside their peers.

6.8 Additional support for learning

We have learning support assistants who are trained to deliver interventions

Learning support assistants will support pupils on a 1:1 basis

Learning support assistants will support pupils in small groups

We work with the following agencies to provide support for pupils with SEN:



6.9 Expertise and training of staff

Our SENDCO has experience in this role and works closely with the designated safe-guarding lead to oversee the provision for children with additional needs.

We have a team of learning support assistants, including higher level learning support assistants (HLTAs) who are trained to deliver SEND provision.

Staff get regular training to deliver quality first teaching and appropriate interventions

6.10 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

6.11 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

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 trips

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.

See Accessibility plan.

6.12 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of extracurricular activities to promote teamwork/building friendships

We have a zero-tolerance approach to bullying - see Anti-bullying policy on the school website, under ‘Policies’.

6.13 Working with other agencies

We work closely with external agencies to support and promote good outcomes for all our pupils.

These include:



See links to the information report, on the school website, under ‘SEND’.

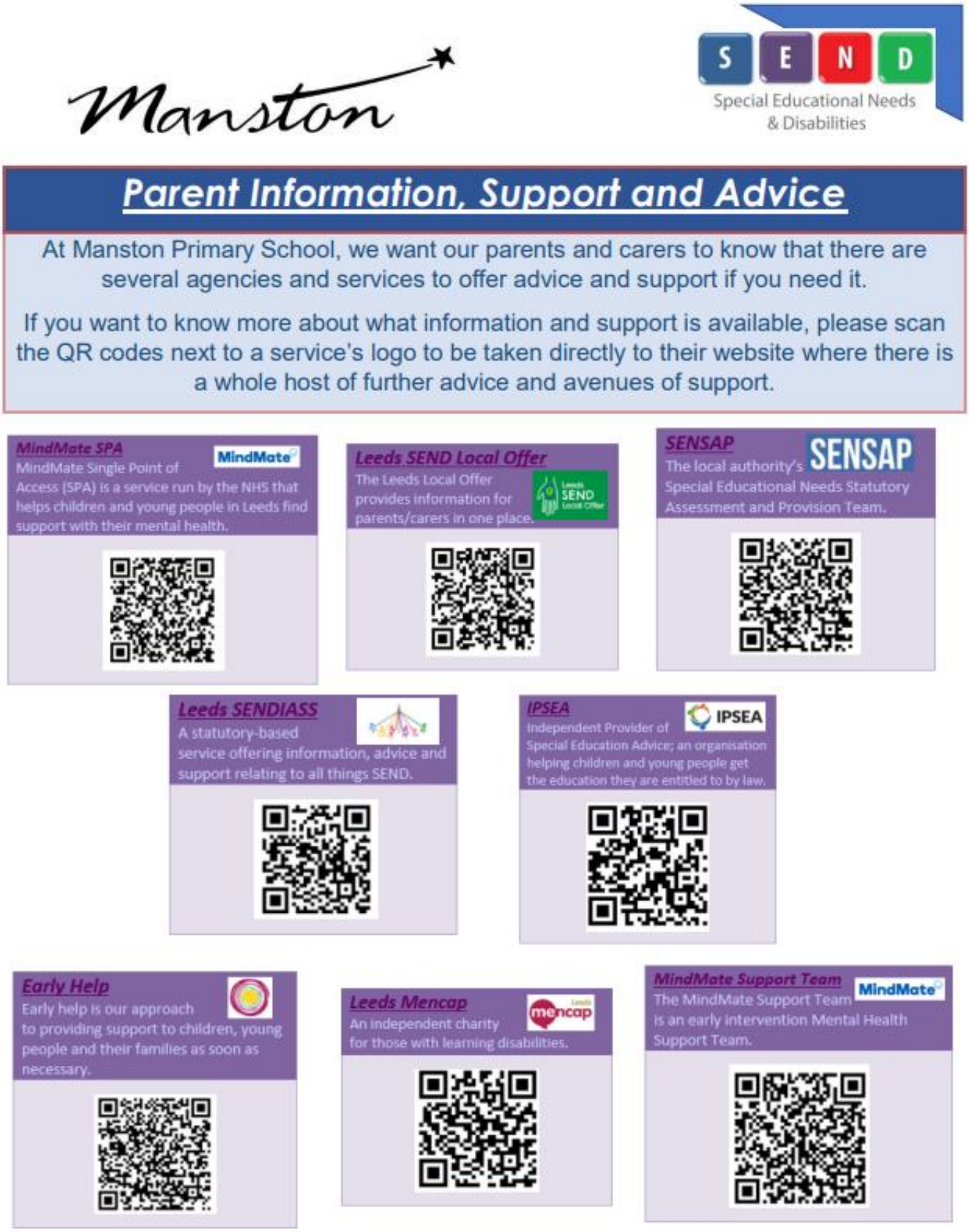
6.14 Complaints about SEND provision

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

6.16 Contact details of support services for parents of pupils with SEND



6.17 Contact details for raising concerns

SENDCO

Elisabeth Porter

Elisabeth.Porter@manston.leeds.sch.uk

School email

manston.primary@manston.leeds.sch.uk

Safeguarding and Welfare Officer

Kirsty Thorpe

kirsty.thorpe@manston.leeds.sch.uk

School Telephone Number

0113 264 5445

5.18 The local authority local offer

Link to the information report.

Our local authority's local offer is published here:

Website: www.leedslocaloffer.org.uk

Facebook: @Leeds Local Offer

Email: LLO@leeds.gov.uk

7. Monitoring arrangements

This policy and information report will be reviewed by the Headteacher, The SENDCO and the DSL **bi-annually**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

8. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

9. Accessibility

The school building has full disabled access and is DDA compliant.

10. Admission Arrangements

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

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

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

11. Storing and Managing Information

Individual pupil SEND files are kept electronically on the school's secure registration system, Arbor, and CPOMS. Relevant documents are shared with parents, class teachers and support staff. When children leave our school to transfer to secondary school or to another primary school, the SENDCO will ensure that SEND files are transferred securely to the receiving school.

12. Links with Other Agencies

Manston Primary School invite and seek advice and support from external agencies in the identification and assessment of, and provision for, SEND. Where external agencies are involved with individual pupils, parental consent will be sought and parents will be informed of any advice given. The SENDCO is the designated person responsible for liaising with such agencies.