

SEND Information Report



Mansbridge Primary School

Approved by	Governing Body
Approval date	February 2025
Review date	January 2026

The School Information Report has been developed in consultation with parents/carers, staff and governors and sets out for parents how the school supports pupils with a special educational need or disability.

The publishing of this report meets the legislative requirements set out by the Special Educational Needs and Disability Regulations (2014) and The SEN Code of Practice (2015).

As such it is reviewed at least annually

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Introduction

Mansbridge is a smaller than average primary school with 1 class in each year group from reception to year 6. The proportion of pupils eligible for pupil premium funding is much higher than average. Every child has the right to success and this is something we at Mansbridge strive for. We understand that for some children additional steps and support may be needed in addition to high quality first class teaching. Occasionally this might include support from specialist in order for children to meet their targets. The 2015 Code of Practice states that 'a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her'. This report is designed to explain the support we can offer for children with special educational needs and disabilities at Mansbridge Primary school.

Our vision for Special Educational Needs and Disabilities

At Mansbridge we share a life-long love of learning and celebrate success in all its forms. We create an environment and ethos that ensures equal opportunity for every child. We know and understand that all children are unique and that we celebrate individual differences and diversity. We have high expectations of our pupils, staff and families to ensure that all children can reach their full potential both academically and socially irrespective of their starting point.

We believe that:

- all children are entitled to a broad and balanced curriculum which is matched to meet each individual's needs.
- all teachers are teachers of children with special educational needs.
- all children can learn and make progress.
- effective assessment and provision for children with SEND will be secured in partnership with parents, children, the LA and other partners.
- school should be a safe place for all children where they feel secure and valued.
- all children should be able to grow in confidence so that they are able to participate in a wide range of opportunities.

Our Aims

At Mansbridge primary School, we value high quality inclusive teaching and aim to achieve the following for all children:

- Children with SEND are fully supported and they are identified quickly and their needs are met through quality first teaching and evidence based intervention.
- Children with SEND and their parents are at the centre of the SEND provision.
- Children with SEND enjoy school, attend regularly and are engaged in their learning.
- Children with SEND make good progress towards their targets.
- Children with SEND are independent learners.

1. What types of special educational needs and disabilities (SEND) do we provide for?

We are committed to providing a high quality education for pupils with a wide range of needs. This includes those with particular needs in the areas of communication and interaction, cognition and learning, social, emotional and mental health, sensory and/or physical needs.

In line with local authority coding children with SEND at Mansbridge are placed into one of the following categories

- Specific learning difficulties (SPLD)
- Moderate learning difficulties (MLD)
- Speech language and communication need (SL&C)
- Autistic spectrum condition (ASC)
- Visual impairment (VI)
- Hearing impairment (HI)
- Multi-sensory impairment (MSI)
- Physical difficulty (PD)
- Social, emotional and mental health difficulties (SEMH)
- Other difficulties (OD)

2. How do we identify and assess pupils with SEND?

At Mansbridge we follow a graduated response approach to support for all pupils, including those with special educational need and disabilities. This enables us to identify pupils needing additional support and provide early targeted intervention at different stages of their learning. Our approach is set out in our 'Graduated Response Plan' which enables us to track and monitor the progress of pupils through an ongoing cycle of Assess, Plan, Do and Review. The graduated response plan involves placing each child in one of the stages below. The child's position is continually monitored and children move up or down the stages as appropriate. The approach is designed to be dynamic and to put children's individual needs at the heart of provision. The stages of support are set out as follows:

Stage 1 – Universal provision Children at this stage need high quality inclusive teaching. This work is differentiated to meet learners' needs and is usually delivered at a whole class level.

Stage 2 – Early intervention support Children at this stage often benefit from small group work and techniques such as pre-teaching are used to support them to access the differentiated curriculum.

Stage 3 - Targeted, additional support Children at this stage need targeted small group intervention. They are supported by evidence-based interventions and they may be undergoing SEND investigation.

Stage 4 – Targeted, intensive additional support Children are recorded on the SEND register at this stage. They have an Individual Education Support Plan and targets which are reviewed at least three times a year. Outside agencies may also be involved at this stage in some cases.

Stage 5 – Pupils whose needs are severe, complex and long term and who require an Education and Health Care Plan.

Pupils are identified as having SEND and are identified on the school's SEN Register if they meet the criteria for Stages 4 and 5 of the Graduated Response Plan.

We know when pupils need additional support when there is/are: - Concerns raised by parents, carers, teachers, teaching assistants or the pupil's previous school or setting - Children are consistently working below age related expectations - Lack of progress despite high quality teaching and learning. - Information from outside agencies (e.g. Social care, Child and Adolescent Mental Health Service, Occupational Therapy, Speech and Language Therapy, Physiotherapy, Southampton Advisory Outreach Service for SEND) -Information from the Educational Psychology Service.

Such concerns are identified at Stage 4 of our Graduated Response Plan and an investigation is undertaken to identify the barriers to learning and progress, assess the pupil's needs and make recommendations for further intervention and support.

3. What should parents/carers do if they think their child has a special educational need?

If you have concerns about your child, then contact your child's teacher or Mrs Coe, the school SENDCO, through the school office (info@mansbridgepri.net)

4. How does Mansbridge Primary support children with special educational needs and disabilities?

The national curriculum is followed and each child's individual needs are considered by their teacher. Learning is differentiated accordingly to suit the pupil's individual needs and additional scaffolds will be used to allow all children to access the learning. This may include additional general support by the teacher or support from the class teaching assistant. If a pupil has needs related to more specific areas of their education (e.g. spelling, handwriting, English & maths skills etc) the pupil is placed in a small focus group and will undertake an intervention such as precision teaching, Bear Necessities, Toe by Toe. These interventions will be delivered by the teacher or teaching assistant but will always be overseen and monitored by the teacher. The length of time of the intervention varies according to need but is generally for 6 weeks. Interventions are regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

In addition to interventions, Pupil Progress meetings are held each term. Within these meetings staff discuss the progress of the pupils in their class and any potential problems are highlighted in order for further support to be discussed, planned and implemented by the SENDCO. If this is the case an early identification of concern form will be filled in by the teacher, discussed with the parent and a plan will be created with the SENDCO to meet that child's needs. Recommendations from the plan will be reviewed as a part of the assess plan do review cycle.

Occasionally a pupil may need more expert support from an outside agency such as the Educational Psychology Service, Southampton Advisory Outreach Service for SEND, Children and Adolescent Mental Health Service (CAMHS) or the Children's Therapy Team. If this additional expertise is required, referral forms are completed in conjunction with parents/carers permission and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

Pupils with SEND are identified on the school's SEND Register. They have a learning journey which identifies the child's strengths and also details targets for further progress. Learning journeys are continually update throughout the cycle and ticks are placed against the target so the child can see their success. These are then formally assessed termly in order to track progress and plan next steps.

-Pupils with Educational Health Care plans will have an annual review which will take place at least yearly but could be more often if needed.

5. How will the curriculum and learning environment be matched to my child's needs?

-Whether or not a pupil has been identified with special educational needs and disabilities, their work may be **differentiated by the class teacher and scaffolds** may be used to enable them to access the curriculum more easily. All class teachers are expected to use adaptive and responsive teaching strategies based on assessment for learning.

- Children who have SEND are fully integrated with children who do not have SEND and inclusion is valued highly by Mansbridge Primary School.

-Teaching Assistants may be allocated to work with the pupil 1:1 or in a small focus group to target more specific needs.

-Evidence based interventions are used individually and in small groups to target specific needs and gaps in learning. The impact of these interventions is tracked and monitored by the class teachers and SENDCO.

- If appropriate, specialist equipment and resources may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips, enlargers, individual work stations etc.

- A range of inclusive strategies are used by the class teacher and support staff to ensure that the pupil is appropriately supported and is able to access a broad and balanced curriculum e.g. visual schedules, task board, alternative methods of recording etc.

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

We aim for high levels of motivation and engagement from all children throughout the school day. The school has a Designated Senior Mental Health Lead who supports the well-being of the children within the school. This includes listening to the views of pupils with SEND and taking measures to prevent bullying.

- The school's positive behaviour policy makes provision for pupils who need additional support in understanding and developing positive behaviours.

- The schools encourages children share their concerns and all staff including teachers, teaching assistants, mental health lead are always ready to listens to any worries children may have.

- Additional interventions will be put in place for children who are struggling with any aspect of mental health or to support a child to understand their emotions. These interventions will be run either by the class based teaching assistant or the Senior Mental Health Lead. As a school, we always welcome parents to come to school and share their views or worries they may have.

- The designated safeguarding lead and family worker work alongside Social Care and the Family Engagement workers (FEW) to support families.

7. Pupils with medical needs

- The Children and Families Act 2014 places a duty on schools to make arrangements for supporting pupils with medical conditions. In line with this duty, Mansbridge ensures that children with medical needs are able to access the same opportunities at school as any other child. Please see the supporting children with medical needs policy for more information.

- If a pupil has a medical need, then a detailed Health Care Plan is compiled in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.

- Most teaching support staff receive basic paediatric first aid training.

- Where necessary, and in agreement with parents/carers, medicines are administered in school where there is a signed medication agreement (in line with their Health Care Plan). This is to ensure the safety of both child and staff member

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

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. These may include:

- Southampton Educational Psychology Service
- Southampton Advisory Outreach Service for SEND
- Southampton mental health support team - CAMHS (Child and Adolescent Mental Health Services)
- Education Welfare Officers
- Child Protection Advisers
- Physical and Sensory Services (supporting pupils with hearing or visual impairment)
- Inclusion Team
- Social Care - Children's Therapy Team (Speech and Language, Occupational Therapy, Physio Therapy)
- Vermont

An Educational Psychologist is allocated to each school. He/she would normally only work directly with pupils whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them. In order to help understand the pupil's educational needs better, the Psychologist will generally meet with the parent and give feedback after the assessment has been completed. He/she will offer advice to the school and parents/carers on how to best support the pupil in order to take their learning forward.

9. How will the school consult with parents of pupils with SEND and involve them in their child's education?

You will be able to discuss your child's progress at Parents' Evenings. However, additional appointments can be made to speak in more detail to the class teacher or SENCo by visiting the school office.

- Learning journeys are formally shared with parents three times a year. Parents/carers are encouraged to contribute either by adding comments to reply slip or discussing the targets with the class teacher.

- The class teacher may communicate suggestions for ways of supporting your child's learning through written or telephone messages, at parents' evenings or meetings you may be asked to attend.

- Mrs Coe, the SENDCO, may meet with you to discuss how to support your child.

- If outside agencies or the Educational Psychologist have been involved, suggestions and programmes of study are normally provided that can be used at home.

- If your child has an Education, Health Care Plan you will be invited to contribute and attend their Annual Review meeting.

10. How does the school consult pupils with SEND and involve them in their education?

- The school has a pupil council and each year has a pupil representative to share their views.
- Children are also regularly asked for their opinion on a variety of aspects of school life e.g. by subject leaders.
- Pupils with SEND will have the opportunity to express their views about their learning and provision through the learning journey process (IEPs).
- Pupils with an Education, Health and Care Plan will be invited to contribute their views on their education as part of the annual review process. –

11. What training is available for staff who support pupils with SEND?

- The school regularly receives training from professionals with expertise in special educational needs and disabilities. This includes external training courses, in-service training, staff meetings and coaching sessions.
- All teaching staff have received training on; the use of inclusive strategies to strengthen learning; how to write outcomes and set targets and the use of scaffolding to support learners.
- Teaching staff and teaching assistants have the opportunity for coaching in SEND where appropriate.
- Teaching assistants meet with the SENDCO throughout the year to provide training in different areas such as precision teaching
- A teaching assistant delivers Speech and Language programmes written in consultation with the Child's Therapy Team.

12. How will my child be included in activities outside the classroom, including school trips?

The aim is for all children to be included on school trips, subject to a school risk assessment. If there are concerns, we will always seek to make adaptations. In some cases, you may be given the opportunity to accompany your child.

13. How accessible is the school environment?

The school benefits from an accessible toilet, ramps to all classroom external doors, wide corridors and wide gates. The school is also mostly on one level with only 3 steps from the school office and hall down to KS2.

As a school we are happy to discuss individual access requirements. Areas of the site are generally accessible, dependent on the child's specific needs. Please contact the school to discuss how your child's needs can be met.

14. How are school resources allocated and matched to children's special educational needs?

- Every class has a learning support assistant to support progress and learning. In year groups where there is a higher need, there may be an additional learning support assistant to ensure the needs of the class are met.
- All teachers are responsible for teaching the SEND children in their class and deploy additional staff effectively.

- Specialist equipment such as noise cancelling headphones, chew toys, wobble cushions, pencil grips etc. are purchased as needed.
- Specialist support from services such as Southampton Advisory Outreach Service or educational psychology are purchased as needed.
- A SENDCO is employed to support SEND children
- A learning support assistant delivers speech and language throughout the school.

15. How will the school prepare and support my child when joining Mansbridge Primary or transferring to a new school?

Moving schools can be a difficult time for pupils, especially those with special educational needs and disabilities. For this reason, a number of strategies are in place to ensure the pupil's transition is as smooth as possible. These include:

- Meetings between the previous or receiving schools prior to the pupil joining/leaving.
- A Transition Day for all pupils where they spend the day with their new class teacher.
- Additional visits for pupils who need extra time in their new school.
- Visits by secondary school staff prior to pupils joining their new school.
- Meetings for staff and SENDCO with secondary schools to pass on information regarding SEN pupils.
- Additional support and resources e.g. transition social stories.

16. How does the school evaluate the effectiveness of its SEN provision?

In line with the school's Graduated Response Plan, the effectiveness of SEND provision is reviewed on a regular basis through pupil progress meetings. Learning Journeys (IEPs) are monitored and reviewed at least termly. Interventions and provisions for SEND children are reviewed regularly to ensure maxim impact. The schools SEND governor meets regularly with the SENDCO and the SENDCO presents a SEND report to governors once a year.

If you have a concern about the provision made for pupils with SEND at the school, please contact the Head teacher, Mrs Kate Brosnan. Email: head@mansbridgepri.net

17. Who can I contact for further information?

If you wish to discuss your child's special educational needs, please make an appointment to see the SENDCO, Mrs Coe. Email: info@mansbridgepri.net Phone: 02380556691

We hope this Information Report has answered any queries you may have but do not hesitate to contact the school if you have any further questions. The Local Authority is also required to consult with parents and young people in developing and reviewing the Local Offer. Further information about Southampton's Local Offer can be found at: <https://www.southampton.gov.uk/schools-learning/send-local-offer/parents-and-carers/education-settings/>

If you would like impartial advice regarding your child's SEND you can contact SENDias. This is an independent organisation which offers support to parents of children with SEND.
<https://www.southamptonsendias.info/> Phone: 0300 303 267