Special Educational Needs & Disability Policy



Mansbridge Primary School

Approved by:	**Date Sept 2026**
Last reviewed:	**September 2026**
Next review:	**September 2028**

Contents:

Introduction – Page 3

Definitions – Page 3

Mission Statement - Page 4

1. Aims and objectives - Page 4
2. Responsibility for the coordination of SEND provision - Page 5
3. Arrangements for coordinating SEND provision - Page 6
4. Admission arrangements - Page 8
5. Specialist SEND provision - Page 8
6. Facilities for pupils with SEND - Page 8
7. Allocation of resources for pupils with SEND -Page 8
8. Identification of pupils' needs - Page 8
9. Access to the curriculum, information and associated services - Page 12
10. Inclusion of pupils with SEND - Page 12
11. Evaluating the success of provision - Page 12
12. Complaints procedure - Page 13
13. In service training (Continued Professional Development CPD) - Page 13
14. Links to support services - Page 13
15. Working in partnership with parents - Page 13
16. Links with other schools - Page 14
17. Links with other agencies and voluntary organisations – Page 14
18. **List of Appendices**

A Glossary of special needs abbreviations

B Learning Journey (individual education plan) example

Introduction

At Mansbridge Primary school, ensuring inclusivity for all pupils is our main priority and we aim to provide high-quality inclusive teaching for all children. This includes appropriate adaptations, scaffolding, personalised provisions, high-quality resources and effective use of additional adult support. As a school we aim to gain a holistic understanding of each child in order to identify any barriers that could hinder success for individual children. This means treating all pupils as individuals, catering for their needs as they arise in order for all children to be able to make the best possible progress.

The SEND policy details how we ensure that the needs of all children with special educational needs are met. High-quality inclusive teaching and Ordinarily Available Provision form the foundation of support for all pupils, including those with SEND. We recognise that the majority of pupils' needs can be met through high-quality teaching, effective adaptations and inclusive classroom practice

When carrying out our duties, we ensure that we comply with the requirements of the Children and Families Act 2014, the SEND Code of Practice: 0 to 25 years, the Equality Act 2010 and Keeping Children Safe in Education 2026 (KCSIE). We are committed to promoting an inclusive environment where all pupils can achieve their full potential and where barriers to learning, participation and wellbeing are identified and addressed at the earliest opportunity

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

https://www.gov.uk/children-with-special-educational-needs

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age; or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

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.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Southampton that have an Education, Health and Care Plan (see page 11)

and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. The SEND local offer for Mansbridge Primary can be found on the school website.

The SEND Local Offer for Mansbridge Primary School can be found on the school website.
The school's SEND Information Report is published annually on the school website and should be read alongside this policy. The Information Report provides further information about the implementation of SEND provision, the support available for pupils with SEND, arrangements for consulting pupils and parents, and how the effectiveness of provision is evaluated.

Here, at Mansbridge Primary School, we place the children and their needs at the centre of everything that we do. Our curriculum is constantly changing and adapting to the children in our care.

We believe that children learn best when:

- their basic needs are satisfied
- they have a sense of belonging
- the work is relevant, understood and has appropriate challenge
- links are made to other experiences and prior knowledge is activated
- emotions are managed
- there are no distractions and disturbances
- high expectations are shared and achieved
- children are partners in their own learning
- a risk-taking atmosphere is fostered
- they are happy, interested, motivated and involved
- they feel confident, secure and are aware of expectations
- all successes are recognised and celebrated
- they are engaged in their learning

We believe that, as a healthy school, we must promote social inclusion, make explicit contributions towards tackling health inequalities and encourage high standards of healthy lifestyles and citizenship.

Safeguarding Pupils with SEND

At Mansbridge Primary School, we recognise that children with Special Educational Needs and Disabilities (SEND) can face additional safeguarding challenges. These may include communication barriers, difficulties in recognising or reporting abuse, increased vulnerability to bullying, child-on-child abuse, online risks and exploitation, and a greater reliance on adults or peers. Staff are aware that behaviours linked to a pupil's SEND should not automatically be assumed to relate to their additional needs and may instead indicate a safeguarding concern.

The school adopts a child-centred approach to safeguarding and ensures that all concerns are taken seriously. The SENCO and Designated Safeguarding Lead (DSL) work closely together to monitor the welfare of pupils with SEND, share relevant information and coordinate appropriate support. Where necessary, they liaise with parents, external agencies and professionals to ensure that pupils receive timely and effective

support.

The school recognises that children with SEND may be disproportionately affected by bullying, discrimination, prejudice-based harm and child-on-child abuse. Staff receive training to identify these risks and respond appropriately in line with the school's Safeguarding and Behaviour Policies. Pupils are taught how to stay safe, both offline and online, and support is adapted to meet individual communication and learning needs.

Safeguarding information and reporting routes will be made accessible to pupils with SEND, including those who use alternative or augmentative communication systems. The school will provide appropriate support to ensure that all pupils are able to understand how to raise concerns, seek help and communicate their views, wishes and feelings.

The school is committed to ensuring that all pupils feel safe, valued and listened to. The views, wishes and feelings of children with SEND are actively sought and considered as part of safeguarding processes and decision-making. Any safeguarding concerns will be dealt with in accordance with the school's Child Protection and Safeguarding Policy and the principles outlined in Keeping Children Safe in Education 2026.

Inclusive and Anti-Discriminatory Practice

At Mansbridge Primary School, we are committed to creating an inclusive, respectful and anti-discriminatory environment where all pupils feel safe, valued and able to achieve their full potential.

We recognise that some children may experience prejudice-based harm, including racism, disability discrimination, faith-targeted abuse and other forms of discriminatory behaviour. Such experiences can have a significant impact on a child's wellbeing, mental health, self-esteem, attendance and educational progress. Staff are encouraged to remain vigilant to indicators of prejudice-based harm and to respond promptly to any concerns.

The school promotes positive relationships and mutual respect through its curriculum, behaviour expectations and wider school culture. Incidents involving discrimination, prejudice-based behaviour or hate-related incidents will be recorded, investigated and addressed in line with the school's Behaviour Policy and Child Protection and Safeguarding Policy. Where appropriate, support will be provided to both the child affected and those involved in causing harm.

We work closely with pupils, parents, carers and external agencies where necessary to ensure that all children, particularly those with SEND, feel safe, included and supported within the school community.

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Objectives

- **Staff members seek to identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum**. This will be co-ordinated by the SENCO and members of LMT and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services include: Educational Psychology Service, Speech and Language Therapy, Children and Adolescent Mental Health Service (CAMHS), Occupational Health Services…

- **Create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, off-site visits, school plays and sports teams.

2. Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is Mrs C Brosnan, the Head teacher.

- The person co-ordinating the day to day provision of education for pupils with SEND is Mrs B Coe, SENCO.

- There is a named governor (Mrs J Jones) who takes responsibility for SEND throughout the school

- There are nine full-time equivalent LSAs in the school this year. This includes 2 LSAs working in EYFS. The role of the class based LSAs is to support children within class, work towards learning objectives and learning journey targets and support the emotional and social needs of the children within their class or across the school if

needed. They also have a role in assessment and the recording of progress being made.

- There is one LSA to work with children with Speech and Language difficulties across the school 1 day a week.

- There is also a part time (2 days a week) Home/school liaison and Emotional Literacy role. This person works with children in school to support them with their emotional literacy as well as working with families at home and social services if required. This member of staff works closely with the school nurse on medical issues as well as other outside agencies such as CAMHS, MHST, NSPCC, Social Care and voluntary agencies.

- The SENCO ensures that the monitoring of provisions across the school and training needs of the LSAs are met. The LSAs will attend training relevant to their role. This may be as part of whole staff training or personalised for them led by the SENCO or other relevant member of staff.

- The SENCO will work closely with and give advice to the class teachers who are usually the first people in school to highlight an area of need. Class teachers, LSAs, the SENCO and LMT liaise frequently to discuss the progress of pupils. The SENCO will support staff with planning interventions as a result of the teacher's termly progress review and will discuss these further if required.

- The SENCO reports to Governors. The SENCO will also complete termly analysis of children's progression and update the SEND register.

The Governing Body has a statutory responsibility for:

- helping to determine the policy
- adopting the policy
- reviewing and evaluating the policy

- The SENCO will be responsible for devising and reviewing the SEND policy, which will then be presented to the Governors for approval.

3. Arrangements for coordinating SEN provision

The SENCO will hold details of all SEN records for individual pupils.

All staff can access:

- The Mansbridge Primary School SEND Policy;
- A copy of the full SEND Register.
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs, including pupil transition notes, targets set and copies of their provision maps (on the school's Sharepoint) and intervention timetables
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities

Many of these details can be found in class inclusion files which are discussed during transition meetings each year. This ensures information is passed on to the receiving teacher. Necessary information relating to provisions and targets will be held on Provision Map which is a cloud-based software platform designed for schools to manage, track, and report on Special Educational Needs and Disabilities (SEND) provision and student interventions. SEND records are stored and processed in accordance with UK GDPR and Data Protection legislation. Access to information is restricted to staff who require it in order to support pupils effectively and fulfil their professional responsibilities.

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEND provision.

4. Admission arrangements

Please refer to the information contained in our school prospectus and on our school website.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND: those with Education, Health and Care Plans and those without.

5. Specialist SEND provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEN provision and training from SEN services where necessary. This support is accessed through a range of different professionals such as Educational Psychology Service, MHST (Mental Health Support Team) and SIPOS (Southampton Inclusion Partnership Outreach Service).

6. Facilities for pupils with SEND

The school complies with all relevant accessibility requirements. Please see the school accessibility plan for more details. The school will not discriminate against disabled pupils and prospective pupils in the provision of education and associated services in schools (such as the Breakfast club) and in admissions and exclusions.

7. Allocation of resources for pupils with SEND

Some pupils with SEND may access additional funding if they have an EHC plan but this is not always the case. If additional funding is given for support, funding arrangements operate in accordance with current local authority high-needs funding arrangements. It would then be the responsibility of the SENCO, senior leadership team and governors to agree how the allocation of resources is used.

8. Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy.

At Mansbridge we follow the **graduated response** to ensure that all children receive the support they need including those with special educational need and disability. By following a graduated response we are able to track and monitor the progress through ongoing cycles of Assess, Plan, Do, Review

The school recognises that some pupils may have SEND arising from, or accompanied by, social, emotional and mental health (SEMH) needs. These needs may affect a pupil's ability to access learning, develop relationships, attend school regularly or engage fully in school life. Early identification and appropriate support are essential to help pupils achieve positive outcomes.

The SEND Code of Practice: 0 to 25 years identifies four broad areas of special educational need and disability:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Need

These broad areas provide an overview of the range of needs that may be supported within the school. Individual pupils may have needs that span more than one area and support is planned according to the specific needs of each child.

The stages of support are set out as follows:

SEND Graduated Response: 4 Stages of Provision

Stage	Provision Required	Support and Provision	Assessment, Recording and Monitoring Systems	Monitored By
1	Universal Ordinarily Available Provision	High-quality inclusive teaching Carefully planned adaptations Assessment for Learning (AfL) strategies Ordinarily Available Provision (OAP)	Reviewed at Pupil Progress Meetings Progress data tracking	Class Teacher LMT
2	Enhanced Ordinarily Available Provision Early Intervention Support	In addition to Stage 1: Enhanced OAP and targeted classroom interventions Small group and individual support Additional programmes Evidence-based interventions	Progress data Intervention records Concern Sheet Reviewed at Pupil Progress meetings SENCO informed	Class Teacher LMT SENCO
3	Targeted Additional Support (SEND Support)	In addition to Stages 1-2: OAP plus additional SEND support and provision that is planned, monitored and reviewed SEND Register Multi-professional involvement Highlighted as SEN on School Provision Map Learning plan in place	Regular review meetings Learning plan reviews Intervention records SENCo monitoring	Class Teacher LMT SENCO
4	Specialist and Statutory Support	In addition to Stages 1-3: OAP remains in place but is supplemented by specialist advice, commissioned provision and potentially an EHCP. EHCP	EHCP Annual Review Learning plan reviews Reviewed provisions on Provision Map	Class Teacher LMT SENCO External Professionals

		consideration/implementation Specialist support Individualised provision	SENCO monitoring	

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.

SEN Support

Where it is determined that a pupil does have SEND, parents will be formally advised and pupils may be provided with a learning journey (individual education plan) pupils will be added to the SEND register in accordance with the graduated response above. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

From November 2026, we will be changing the current 'learning journeys' to 'learning plans'.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the

interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning involves consultation between the teacher & SENCO to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

- Outside agencies

Information will be gathered relating to the current provision provided, action that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC assessment. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

https://www.southampton.gov.uk/localoffer

or by contacting Southampton information, advice and support service (SENDIASS) which offers advice to parents on:

0300 303 2677

https://www.southamptonsendiass.info/

Education, Health and Care Plans [EHC Plan]

a. Following Statutory Assessment, an EHC Plan will be provided by Southampton City Council, if it is decided that the child's needs cannot be met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.
b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the trust. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

9a. Transition Arrangements

At Mansbridge Primary School, we recognise that effective transition arrangements are essential to ensure continuity of support and positive outcomes for pupils with SEND. Careful planning is undertaken whenever a pupil joins the school, moves between year groups, transfers to another setting or transitions to secondary education.

Information is shared between staff, parents, pupils and, where appropriate, external agencies to ensure that individual needs are understood and appropriate provision is in place from the start of the transition process. Transition meetings are held between current and receiving staff to discuss strategies, interventions, successful approaches and any required adjustments.

For pupils with SEND, additional transition support may be arranged according to individual need. This may include:

Additional visits to a new classroom or school.
Visual supports such as photographs, maps and social stories.
Meetings with key staff members.
Enhanced transition plans.
Pupil passports or one-page profiles.
Opportunities for parents and carers to discuss concerns and contribute to planning.
Multi-agency transition meetings for pupils with more complex needs, including those with Education, Health and Care Plans (EHCPs).

For pupils transferring to secondary school, the SENCO works closely with receiving schools to ensure that information about the pupil's strengths, needs, provision and outcomes is shared appropriately. Where necessary, additional transition activities are organised to support pupils' emotional wellbeing and readiness for change.

The school values the views, wishes and feelings of pupils and their families throughout the transition process and seeks to ensure that all children feel safe, confident and well prepared for the next stage of their education.

The school seeks to develop independence, resilience, communication and self-advocacy skills to support future transitions and lifelong outcomes. Opportunities to develop these skills are embedded throughout the curriculum, wider school experiences and individual SEND provision where appropriate.

10. Inclusion of pupils with SEND

The Head teacher and SENCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils.

This includes learning outside the classroom.

There will be no discrimination against children with special needs. All children are welcome at Mansbridge through the standard admission arrangements. Mansbridge does not have particular specialism or special needs units. It does, however ensure that all children will be given access to the broad education laid down in the National Curriculum, regardless of any special needs. The school is committed to improving accessibility and reasonable adjustments are made in accordance with the Accessibility Plan

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of informal discussions with parents and through progress meetings with staff.

Pupil progress will be monitored formally on a termly basis in line with the SEND Code of Practice. However, ongoing assessments are made continuously to ensure children are supported appropriately.

Attendance data will be monitored to identify SEND-related barriers to school attendance. Where concerns are identified, the school will work collaboratively with pupils, parents, carers and relevant professionals to understand the underlying causes and implement appropriate support to promote regular attendance and engagement in learning.

SEND provision and interventions are recorded on learning journeys which are saved on Sharepoint. This information is updated termly or when the intervention is changed. These are updated and monitored by the SENCO. All of these records are passed on to receiving Secondary schools or other primary schools should a child move.

12. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head teacher or SENCO, who will be able to advise on formal procedures for complaint.

13. In service training (CPD Continued Professional Development)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENCO attends relevant SEND courses, trust SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school improvement priorities and those identified through the use of provision management (see Section **11**).

14. Links to support services

The school continues to build strong working relationships and links with external support services to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

15. Working in partnerships with parents

Mansbridge Primary School believes that a close working relationship with parents is vital in order to ensure

a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision
b) continuing social and academic progress of children with SEND
c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service, Southampton SEND Information, Advice and Support Service, where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil (if appropriate) will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

16. Links with other schools

The school works in partnership with the other schools in the trust including at least termly trust meetings between SENCOs. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

17. Links with other agencies and voluntary organisations

Mansbridge Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCO, with support from the Family Inclusion Support Liaison Officer, is the designated person responsible for liaising with the following:

- Southampton Psychology Service
- CAMHS (Child and Adult Mental Health Services)

- Speech and Language Therapy
- Social Services are contacted and advice sought when it is considered necessary
- SIPOS (Southampton Inclusion Partnership Outreach Service)
- Occupational Health
- Child and Family Guidance
- Any other charity funded support e.g. NSPCC, Buzz network, Simon Says, Winton's Wish, RE:MINDS

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

This policy will be reviewed every two years.

Next review date September 2028

List of Appendices

A Glossary of special needs abbreviations

B Learning Journey (individual education plan) example

APPENDIX A

A. Glossary of terms:

SEN Co-ordinator or **SENCO** – Member of staff who is responsible for co-ordinating special needs and disabilities provision at the school

LSA: Learning Support Assistant - Member of staff who works under the guidance of class teachers for the benefit of the child with special needs but who is line managed by the SENCO

SEND Special Educational Needs and Disabilities

EHCP Education, Health & Care Plan

SpLD Specific Learning Difficulty (such as dyslexia).

MLD Moderate Learning Difficulty

SCLN Speech, Communication and Language Needs

ASD Autism Spectrum Difficulty

PD Physical Difficulty

PHIG Primary Heads Inclusion Group. Pupils are referred here if additional support is being sought.

SAOS Southampton Advisory Outreach Service

CAMHS Child and Adolescent Mental Health

SLT Speech & Language Therapy

SALSA Speech and language support assistant

ELSA Emotional Literacy Support Assistant

OT Occupational Therapy

EP Educational Psychologist

APPENDIX B

Learning Journey example

My Learning Journey (Individual Education Support Plan)

ASSESS		PLAN		DO	REVIEW	
Intended Outcome	**Baseline Data**	**Target**	**Expected Progress**	**Teaching Strategies / Provision / Intervention**	**Exit Data**	**Impact & Evaluation**
To develop lasting friendships with peers from my class.	I can choose classmates to come to lunch club with me and I can play with other children at break times.	To be able to name 1 peer as a friend.	I will be able to develop a friendship with 1 peer from my class.	I will continue to invite peers to come to lunch club with me. I will continue to have support during lunch to help me in developing a friendship with a peer by playing games or talking about shared interests. I will have support at break times so that I can play with this peer and other children in the class. I will have daily support through 'Talkabout'.		
1	2	3 B	4	5	6	7 E	8	9	10
I will be able to communicate my feelings and label the possible feelings of others with reasons.	I can say how I feel and what I think but I find it challenging to accept that other people may think or feel differently.	To be able to, with support, label how someone else might be feeling and give reasons for this.	I can listen to others when they are saying their thoughts. I can say how I think someone else might be feeling in a given scenario.	I will take part in an intervention called 'Talkabout' this will help me with my own self esteem as well as helping me to spot body language and develop conversational skills. I will complete a feelings diary every day and listen to stories of say how someone might be feeling at different times. I will work on the '5 point scale' intervention to help me to know how to react and respond to other people especially when accidents happen.		
1	2 B	3	4	5	6 E	7	8	9	10

I will develop my core literacy skills (e.g. reading with increasing fluency, comprehension of written texts, making inferences from what he has read and writing simple sentences using correct grammar and conjunctions).	I can write in simple sentences with capital letters at the start and full stops are the end most of the time. I often forget capital letters for names and have random capital letters for 'n'. I can write with finger spaces but often forget this.	To have finger spaces between words 90% of the time within a piece of writing.	90% of words within each sentence will have finger spaces.	I will receive support in class. I will use a visual prompt to remind me to use finger spaces.		

1	2	3 B	4	5	6	7 E	8	9	10

Produced with							
Pupil	XXX	**Support Staff**		**Parent**		**SENDCo**	
Signed							

Review shared with							
Pupil		**Support Staff**		**Parent**		**SENDCo**	

TME example – this is how we monitor progress on targets set on the learning journey. It also helps to monitor the impact of interventions.

Name of Pupil: Joe Bloggs

Date targets set: Autumn

Guidance for use of TME

At the Initial target setting meeting Class teacher/LSA to:

- mark baseline assessment as **B** (normally 2 or 3)
- mark expected outcome as **E** (normally between 6 and 8).

At the Review Meeting Class teacher/LSA to:

Mark achievement as **A**.

Following the Review meeting SENCo to:

Record the pupil's progress towards each target using one of the following categories:

- **Below baseline**
- **Baseline maintained**
- **Some progress** (above baseline but not meeting expected)
- **Expected progress**
- **Exceeds expected progress**