SEND Information Report



Mansbridge Primary School

Approved by	
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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 Primary School is a smaller-than-average primary school with one class in each year group from Reception to Year 6. The proportion of our pupils eligible for Pupil Premium funding is significantly higher than the national average.
At Mansbridge Primary School, we believe that every child has the right to success, and this is something we passionately strive for. We understand that for some children, additional steps and targeted support may be required alongside our standard High-Quality Teaching. Where appropriate, this includes collaborating with external specialists to ensure children overcome barriers to learning and achieve their full potential.
The 2015 SEND 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 robust support, pathways, and provisions we offer for children with Special Educational Needs and Disabilities (SEND) at Mansbridge Primary School.

Our Vision for Special Educational Needs and Disabilities

At Mansbridge Primary School, we share a lifelong love of learning and celebrate success in all its forms. We create an inclusive environment and ethos that ensures equal opportunity for every child. We know and understand that all children are unique, and we celebrate individual differences and diversity. We hold high expectations of our pupils, staff, and families to ensure that all children can reach their full academic, social, and emotional potential, irrespective of their starting point.
We believe that:

- All children are entitled to a broad and balanced curriculum which is adapted to meet each individual's needs.
- All teachers are teachers of children with special educational needs.
- All children can learn, make progress, and achieve ambitious outcomes.
- Effective assessment and provision for children with SEND must be secured in partnership with parents, carers, children, the Local Authority, and external partners.
- School must be a safe, welcoming space for all children where they feel secure, protected, and valued.
- All children should be supported to grow in confidence so they can actively participate in a wide range of opportunities across school life.

Our Aims

At Mansbridge Primary School, we value high-quality 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 high-quality 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 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 Primary School 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 Primary School 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.

3.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 consideration/implementation Specialist support Individualised provision	EHCP Annual Review Learning plan reviews Reviewed provisions on Provision Map SENCO monitoring	Class Teacher LMT SENCO External Professionals

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 Inclusion Partnership Outreach Service (SIPOS)

-Information from the Educational Psychology Service.

Such concerns are flagged and monitored via our Stage 2 system (Enhanced Ordinarily Available Provision). An internal investigation is then undertaken to identify specific barriers to learning, review classroom adaptations, and determine if the child requires provision that is 'additional to or different from' their peers, necessitating a transition to Stage 3 (Targeted Additional SEND Support).

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4. **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 SENCO, through the school office (info@mansbridgepri.net)

5. **How does Mansbridge Primary School 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 adapted 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 byToe. 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 needs are highlighted for further support to be discussed, planned and implemented. 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 SENCO 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 Inclusion Partnership Outreach Service, 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 to track progress and plan next steps.

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

-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 adapted 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 and strategies suggested through ordinarily available provision.

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

At Mansbridge Primary School, we recognise that some children with SEND may be more vulnerable to bullying, exploitation, online risks, child-on-child abuse or difficulties communicating concerns. The SENCO and Designated Safeguarding Lead work closely together to ensure that pupils with SEND receive appropriate safeguarding support. We adapt our approaches to meet individual communication and learning needs so that all children can understand how to stay safe, raise concerns and access help when they need it. We actively listen to the views, wishes and feelings of pupils with SEND and work in partnership with families and external agencies to promote their safety and wellbeing.

The school promotes equality and actively challenges discrimination, prejudice and bullying. Pupils with SEND are supported to feel safe, respected and included in all aspects of school life. We promote positive relationships and mutual respect throughout the school community and work closely with pupils, families and external agencies to ensure all children feel valued and supported.

- 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 a teaching assistant or the Family Inclusion Support Officer (FISO). 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 Primary School 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 maybe 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.
-All staff receive anaphylaxes and allergy training in line with Benedict's Law.
- 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 Inclusion Partnership 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

School has access to an Educational Psychologist (EP), however this time is commissioned and funded directly from our own school budget rather than being an automatic local authority allocation, meaning visits are prioritised based on the needs presented. 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 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 SENCO, 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 group 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 .
- 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 either in person during the meeting or by sharing their views in advance of the meeting as appropriate.

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 adapting a trauma informed approach, 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 SENCO 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?

Mansbridge Primary School is committed to absolute inclusion. We aim for all children to participate fully in all school trips, residential visits, and extra-curricular activities. To ensure safety, comprehensive risk assessments are completed for all off-site visits and we proactively implement reasonable adjustments and adaptations. We highly value parental collaboration when planning adjustments for complex needs; where appropriate, parents may be warmly invited to join us on trips as an optional partner to share in their child's learning experience, though a child's **participation is never dependent on this**

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.

Our physical environment adjustments are reviewed regularly in strict alignment with our statutory **Accessibility Plan**, which can be accessed alongside our wider inclusion frameworks on the Mansbridge Primary School Safeguarding Policies webpage."

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 Inclusion Partnership outreach Service or Educational Psychology are purchased as needed.
- A SENCO is employed to support SEND children
- A learning support assistant delivers speech and language throughout the school 1 day a week.

15. How will the school prepare and support my child when joining Mansbridge Primary School 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 time 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 SENCO 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 are monitored and reviewed at least termly. Interventions and provisions for SEND children are reviewed regularly to ensure maximum impact. The schools SEND governor meets regularly with the SENCO and the SENCO presents a SEND report to governors once a year.

Attendance is monitored regularly for all pupils, including those with SEND. The school recognises that some pupils may experience barriers to attendance linked to their special educational needs or disabilities. Where concerns are identified, staff will work in partnership with pupils, parents/carers and, where appropriate, external agencies to understand and address these barriers. Support and reasonable adjustments will be considered to promote regular attendance, engagement and positive outcomes for the pupil.

If you have a concern or complaint regarding the SEND provision made for your child, we encourage you to discuss this with the Class Teacher or Mrs Coe in the first instance. If the matter remains unresolved, please contact our Headteacher, **Mrs Kate Brosnan** (head@mansbridgepri.net). In the event that a resolution cannot be reached after speaking with the Headteacher, parents can formally escalate the matter to the Governing Body by following the steps outlined in our school's formal **Complaints Policy**, which can be accessed via the Mansbridge Primary School Safeguarding Policies webpage

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 SENCO, 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.southamptonsendiass.info/ Phone: 0300 303 267