

## **SEND Information Report Manston St James Primary Academy**

We are an inclusive school and all teachers at Manston St James Primary Academy

- do everything they can to meet pupils' special educational needs
- ensure that pupils with SEND engage in activities alongside their peers
- are responsible and accountable for the progress and development of the pupils in their class.
  - provide high-quality teaching, adapted for individual pupils.

### **1. What kinds of special educational needs is provision made for at our Academy?**

Our Academy is an inclusive Academy where every child matters; we aim to address children's needs and support their development in the most appropriate way possible, celebrating effort as much as achievement. Our Academy's Inclusion policy document is available on our website, detailing our philosophy in relation to SEND. Additional and/or different provision is currently being made in our Academy for children with a range of needs, including:

- Cognition and Learning
- Sensory and/or Physical Needs
- Communication and Interaction including Autistic Spectrum Condition
- Social, Emotional and Mental Health Difficulties

Our SENDCO is Lauren Bennett. Who can be contacted via the main office or by email [lauren.bennett@manstonstjames.co.uk](mailto:lauren.bennett@manstonstjames.co.uk) or by telephone 0113 8592079.

### **2. What are the Academy's policies with regard to the identification and assessment of children with SEN?**

Our Academy's Inclusion Policy outlines how we identify pupils with SEND. All pupils are taught by their class teacher via targeted classroom teaching also known as Quality First Teaching. Alternative approaches may be required when children are making less than expected progress, or when a child has a specific need which requires 'additional to and different from' their peers.

If we feel that your child has SEND, we will take a 'graduated approach' – this means 'step-by-step'. The class teacher and SENDCO will put in place additional arrangements in order to support your child to make progress, and will draw up a plan for your child. They will speak to you beforehand to explain what will happen and the type of extra support your child will receive. For most pupils, extra help will be provided in the classroom, managed by the class teacher. This could be by working with the rest of the class in small groups or on a one to one basis with a teacher or teaching assistant. For some children, external agency advice and support may be sought for example through an NHS Speech Therapist, Educational Psychologist, Inclusion Support Worker, Learning Support or through the Manston Seacroft Cluster.

Parents are informed if staff consider that their child has an additional need and parents and pupils are involved in the planning to meet the need. The types of plans drawn up are listed in the Inclusion Policy.

At Manston St James a range of specific, more specialised assessments are used to assist in the identification of an individual child's needs in order to plan targeted programmes for them and to use as a benchmark for measuring the impact of subsequent interventions. The SEN Code of Practice (0-25) promotes the use of a graduated approach Assess, Plan, Do, Review.

### **3. How does the school know if children need extra help?**

At Manston St James, children are identified as having SEN through the following ways:

- Admissions information provided by parents and previous schools and settings.

- Concerns raised by parents/carers, teachers or the child.
- Ongoing marking and assessment by the class teacher identifying lack of progress or concern in certain areas of the curriculum.
- Observations by experienced staff in school identifying barriers to learning, including social/behavioural concerns such as changes to behaviour, speech and language concerns or difficulties with motor skills.
- Information provided by external agencies including health diagnosis through a Paediatrician, speech and language assessments, Educational Psychologist or through other external agencies that offer support to families.

Please be aware that some children may require additional support in the form of interventions but this does not necessarily mean that they will be identified as having SEND. They may simply require some additional support in order to catch up with their peers. If your child has been identified as having SEND, they will be placed on the SEND Register and you will be informed by the school.

#### 4. How will the academy support my child or young person with SEND?

Your child's Class Teacher is responsible for assessing the progress of your child, identifying, planning and delivering any additional help your child may need and requesting SENDCo support as necessary. Special educational provision is education that is additional to or different from that of others of the same age, i.e. provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high-quality, personalised teaching.

All pupils who are on the Inclusion Register will have a My Support Plan (MSP). MSPs will contain an overview of pupil's strengths, needs and the provision in place at universal, targeted and specialist stages. The support plan will contain outcomes which are set by the class teacher and identified to suit the individual needs of the pupil. It will also contain information about the child including strategies to support the child.

If a pupil has needs related to more specific areas of their education, e.g. phonics, Mathematics, English, speech and language, social skills development or motor skills then the pupil may be placed in a small intervention group. This will be led by an experienced teaching assistant, higher level teaching assistant or a qualified teacher. The length of time of the interventions will vary according to the programme but usually will last at least a term. The interventions will be regularly reviewed to check the effectiveness of the provision and to inform future planning for the pupil.

Some children may also receive additional general support by the teacher or the teaching assistant in class. Pupils will have access to specific resources as required e.g. large print/overlays/visual timetables in order to support their learning in class.

Pupil progress meetings are held each term. This is a meeting where the class teacher meets the Head Teacher to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.

Occasionally a pupil may need more expert support from an outside agency. A full list of the specialist services is listed below.

The Governors of Manston St James are responsible for ensuring appropriate support for all learners. There is a named link governor- Mr Sam Low- who monitors SEND. The responsibility of the governors is to provide both support and challenge to the Head Teacher and staff so that the school is as inclusive as possible and that all pupils and staff are treated in a fair and equitable way. The designated Governor meets with the SENCO to monitor and review accessibility plan and all other statutory policies as defined by the Department of Education.

Mrs Cliffe, Mrs Crabtree, Mrs Caygill Boothroyd and Mr Biedka are all part of our Safeguarding Team. They are responsible for Safeguarding and Child Protection procedures.

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

As an inclusive academy all pupils are included and the needs of all children in each class are met through a combination of classroom organisation, teaching materials, teaching style and adaptations for individual needs.

Once a potential SEND need has been identified, school takes action to remove barriers to learning and put effective special educational provision in place. We will provide support that is additional to or different from the differentiated approaches and learning arrangements normally provided as part of high quality individualised teaching. This is 'SEN support' which takes the form of a four-part cycle – assess, plan, do, review - the graduated approach. For some children with significant additional needs, this could include adjustments and a personalised timetable to accommodate any additional interventions that they need. If appropriate specialist equipment may be provided to the pupil to aid their learning e.g. pencil grips, sloping boards, easy to use scissors, coloured overlays, specially made books, visual timetables.

## 6. How will both you and I know how my child with additional needs is doing and how will you help me to support their learning?

The class teacher will have a good understanding how your child is progressing within the National Curriculum and whether the progress is within the expected range. Children are assessed (formally and informally) and monitored regularly in Reading, Writing and Mathematics. From the assessments, targets are set by the class teacher in order that the child can make progress.

In addition to the normal reporting arrangements, there will be an opportunity for parents to meet with their child's class teacher and/or SENDCo to review the short-term outcomes and to discuss the progress the child has made these will be recorded in their My Support Plans. We use a specific assessment programme called B Squared to assess and track the progress of our pupils with learning needs when they are working out of Key Stage. Your child's progress will be continuously monitored by class teachers who are available to talk to parents if you would like a more regular update of any issues that arise.

Regular contact may be communicated through Tapestry (Reception), Seesaw, year group emails, telephone calls, meetings or a home/school book.

The progress of pupils with Education and Healthcare Plans (EHCPs) will be formally reviewed at an annual review with all adults involved in the child's education.

## 7. What training have the staff supporting children with SEND having/had?

Staff are experienced in supporting children and young people with a variety of needs. We make an annual audit of training needs for all staff taking into account school priorities and personal professional development. Particular support is given to new members of staff and to training that addresses children's specific needs. The SENDCo and class teachers have opportunities to speak to outside agencies (such as Speech and Language Therapists and Educational Psychologists) to share advice and teaching techniques catered towards individualised learning. The SENDCos of other schools within the local area (Cluster) meet together each term to share good practice and discuss current issues.

Recent SEND specific training which staff have accessed has included:

- Supporting pupils with Dyslexia (SENIT)
- Autism Training including specific Early Years training
- Lego therapy
- Intensive Interaction
- Lead Practitioner Autism networks (STARS)
- Target setting for pupils with significant learning needs (EP)
- Diabetes training
- Training on The Thrive Approach
- Pre-verbal communication

- Behaviour as Communication and Emotional Regulation Strategies – from the Mindmate Support Team
- Neurodiversity – from the Educational Psychology Team.

Mrs Bennett, our SENDCO, has the National Award in Special Educational Needs. All staff have received AET Tier 1 training to support children with Autism carried out by the STARS Team. Mrs Bennett has completed the AET Tier 3 Lead Practitioner training. A large number of staff have received Team Teach training.

## 8. What specialist services and expertise are available at or accessed by Manston St James Primary Academy?

At times it may be necessary to consult with outside agencies to receive more specialised expertise to help school and parents/carers to best support their child.

These can include:

### **Complex Needs Service which include:**

- Educational Psychology
- SENIT (Special Educational Needs and Inclusion Team)
- SENSAP (Special Educational Needs Statutory Assessment and Provision Service)
- VIT (Visual Impairment Team)
- DAHIT (Deaf and Hearing Impairment Team)
- Deaf START

### **SEMH (Social, Emotional and Mental Health):**

- MindMate Support Team
- SENIT Inclusion Support
- Area Inclusion Partnership

### **Cluster Support including:**

- 1:1 counselling
- 1:1 play therapy
- behavioural support
- family work
- housing support
- Attendance

### **Speech and Language/Neurodiversity:**

- Chatterbug Speech and Language Company - specialising in assessing, diagnosing and treating a wide range of paediatric language and communication difficulties.
- NHS Speech and Language Team
- STARS (Specialist Training in Autism and Raising Standards)
- MindMate SPA
- CAMHS (Child and Adolescent Mental Health Services)

### **Safeguarding:**

- Education Safeguarding Team
- Children's Social Work Service

### **Medical:**

- 0-19 Public Health Integrated Nursing Service (PHINS)
- Paediatricians
- Occupational Therapists

- Physiotherapists
- GPs
- Community Nursing Team
- Integrated Children's Additional Needs Service (ICAN)

**Inclusion Team:**

- Black and Minority Ethnic Achievement (BME);
- Gypsy, Roma and Traveller Achievement (GRT);
- English as an Additional Language (EAL)

Before the school make any referral to a specialist service we will always gain your permission

**9. What support will there be for my child or young person's overall wellbeing?**

The well-being of all of our pupils is our primary concern. All pupils are supported with their social and emotional development throughout the school day, through the curriculum, extra-curricular activities and through the support of our Home School Partnership Team.

We follow a whole school Thrive Approach. Based on established neuroscience, attachment theory and child development, the Thrive Approach provides training and an online profiling and action-planning tool to equip adults with the knowledge, insights and resources needed to develop the relationships that help children and young people to flourish and learn.

The Thrive Approach was established more than 25 years ago and aims to provides the tools, skills and insights needed to help children to become more emotionally resilient.

Personal, Social and Health Education (PSHE) and social and emotional aspects of learning (THRIVE) are integral to our curriculum and ethos of the school. The school has designated staff who are able to provide specialist support to develop children's emotional and social wellbeing in partnership with parents and carers. Additional support can include social awareness games and activities; lunch time and play time nurture support; Individualised programmes such as anger management and emotional literacy activities, cooking, sensory circuits, friendship groups and Thrive individual or small group wellbeing sessions.

We believe that regular attendance at school contributes to a child's learning, achievement, and wellbeing. Attendance is monitored closely by our Learning Mentor and we work hard to support parent/carers to improve their child's attendance and punctuality.

At Manston St James we believe that every child has a voice and can contribute to the school with ideas they may have. Our school council meet regularly for children from Years 2-6. They discuss issues raised by other students and look for solutions.

Healthcare plans and pastoral support plans can be used to meet specific needs of a child and/or their family. These plans are created in collaboration with school, parents and pupils, and they are monitored and reviewed at agreed intervals. Staff members who work with children requiring medical care in school are also given specialist training to deliver the specific care and treatment needed. If your child requires prescribed medication we are happy to administer these once you have completed a consent form, which are available from our school office. If your child needs further support for medical issues, or has a long term medical issue which requires extra help and support being given, please contact the school office who will be happy to discuss this with you. Staff are regularly trained in specific medical conditions such as diabetes.

**10. How will my child or young person be included in activities outside the classroom, including school trips?**

At Manston St James we believe all learners are entitled to the same access to all areas of school life e.g. residential, trips, after school clubs and swimming and are committed to making reasonable adjustments to ensure

participation for all. Our staff will go that extra mile to ensure your child feels confident and happy to attend these. Where necessary, the school will meet with parents and carers to discuss individual needs prior to any visit or activity. Individual risk assessments will be put in place collaboratively with school staff and parents for any pupils who need additional support on a school trip.

### **11. How accessible is your environment?**

The school has an Accessibility Policy which is reviewed regularly. As part of this review, we ensure that the school environment is fully accessible for all children, including those with physical and sensory needs. The school has two lifts so that all areas of the school are accessible. There are adapted bathroom facilities to meet the needs of those with physical difficulties. There is also one designated disabled car parking space outside the school entrance. All classrooms can be accessed by a wheelchair via lifts or ramps. Personal Emergency Evacuation Plans (PEEPS) are put in place for pupils who would find an emergency evacuation challenging and identify named staff members to support them leaving the building safely.

### **12. How will you prepare and support my child or young person to join Manston St James Primary Academy and how will you support them to move on to the next stage?**

#### **New Pupils to Manston St James Primary Academy**

Prior to a child starting the academy, we arrange a number of sessions where children can spend time in the setting. If it is felt your child needs more than planned visits we are happy to accommodate this. We also have meetings for parents/carers before your child starts school and soon after, where parents/carers are given information about our school. Information is sent home to help your child prepare for their start at our school. We have a phased entry for children starting in our Reception in September to support them in adjusting to starting full time school.

Children joining the school in other year groups are supported to settle in to school by our Learning Mentor to help them settle in to their new environment, help them to make friends and to ensure that staff have a thorough understanding of their needs. The Learning Mentor and office staff will coordinate information gathering from the previous school and the SENDCo may contact the pupil's previous school for further information. When you apply for a place for your child at the school, we encourage you to share your concerns about your child's special educational needs or pass on information about any specialist support or agencies already working with you. Any practical arrangements can then be discussed and put in place.

#### **Preparation for transition to new year group of school**

In the Summer term we work hard to support the smooth transition between year groups. Class teachers meet with each other to hand over information regarding SEND pupils before the start of the academic year so that staff are fully prepared for the child coming into their class. Children will meet and spend time with their new class teachers prior to September to help them adjust to their new environment. Where needed, SEND children will be given the opportunity for additional transition sessions and will be provided with Transition Booklets to take home and look at over the Summer holidays.

For children in Year 6 who will be moving on to secondary school we have a full transition programme to support their move. Staff from their chosen secondary school will visit Manston St James and a visit to the secondary school also takes place. All student files are transferred to the new school to ensure a smooth transition.

For pupils with EHCPs, Annual Review recommendations, parents' views and the response to consultation by the LA with the schools concerned will be in place before the transfer. The SENDCo of the receiving school will be invited to attend the review meeting. During the term prior to transfer, liaison will take place between the pupil's Y6 class teacher and SENDCos to enable a smooth transfer to the Secondary School to take place.

## **Preparation for transition to secondary school.**

For transition to high school, we liaise with the schools involved and arrange visits. Some children benefit from extra visits and we arrange Transition Meetings if necessary, for children with a higher level of need. We also work with some children individually who need more support to make a successful transition to secondary school. We have handover meetings with SEN staff from our main feeder schools, Temple Moor High School, John Smeaton Academy, Bishop Young Academy and Leeds East Academy, and liaise with the SEN departments of other high schools as necessary to ensure that we share our in-depth knowledge of each child with SEN. All relevant paper work is transferred via a safe system. In some instances, resources are produced such as a transition book, social stories, photographs to aid pupil's transition.

### **13. How is the decision made about what type and how much support my child will receive?**

The Academy budget, received from Leeds Local Authority, includes money for supporting pupils with SEND which is considered as element 1 & 2 funding (notional budget). The school is funded on a national formula per pupil. Blocks of £6,000 are allocated depending on the number of children who meet the criteria and who are on the school's inclusion register. Schools receive funding from the Local Authority for children and young people with Education, Health and Care Plans (EHCP) as part of their core school budget via a national funding formula that takes into account a variety of factors. It is from this allocated funding that schools fund the first £6000 of support which is then topped up by the Local Authority if necessary, to reflect the level of provision and need outlined in the EHCP in order for pupils to meet the outcomes on their Plan.

The Headteacher, Senior Leadership Team and the SENDCo discuss all of the information they have about SEND in the academy, including the children receiving additional support already, the children who require extra support and the children being identified as not making as much progress as would be expected. From this information, they decide what resources/training and support is needed. The academy identifies the needs of SEND pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources as effectively as possible.

### **14. Who can I contact for further information?**

If you think that your child may have special educational needs, please speak to the class teacher in the first instance. The class teacher will raise a record of concern and share this with the SENDCo. A meeting may then be arranged by the SENDCo with yourself and the class teacher to identify the best way forward to support the needs of your child.

For additional advice regarding pupils with SEN you can also contact Leeds Special Educational Needs and Disability Information Advice Support Service (**SENDIASS**) at:

Technorth  
9 Harrogate Road  
Chapel Allerton  
Leeds  
LS7 3NB  
0113 378 5020

Or visit the website: <https://familyinformation.leeds.gov.uk/sendias-site>

## **Governing Body**

The Governing Body is responsible for using data to support decisions on how funding is allocated. The Governing Body works closely with the Senior Leadership Team and the SENDCo to monitor the progress of children with SEND and the impact of provision.

The Governing Body commissions services to support pupils with SEND from the local authority, health and other professionals and voluntary services, e.g. Educational Psychology Service, Speech and Language Service.

Mr Sam Low is the Governor responsible for SEND. He can be contacted via the school office.

Any concerns about SEND provision should be raised initially with the class teacher and then the SENDCo. Should there be further difficulties parents/carers should contact the Head Teacher or follow the school complaints procedure (available on the school website).

#### 14. Is there a link to the Leeds Local Offer?

Please follow this link for the Leeds Local Offer;  
[LLO Information Booklet \(cloudinary.com\)](#)

Or use the following QR Code from your mobile:



Information reviewed January 2025