

SEND Report

Mansfield Primary School

Autumn 2025

The school's SEND profile

Children with SEND are included in all aspects of school life. Appropriate interventions are implemented with individual children and groups of children; these are delivered both within the classroom and in designated areas. During a typical day or week, a pupil with SEND will mainly have support within the main class or within a small, focussed group. Additional, small group or one-to-one interventions are implemented if it is appropriate and are allocated depending on need. Strengths are identified for each pupil with additional needs so that support is targeted. There are currently 223 children on role. The SEND register has 52 pupils on. The percentage of pupils with SEND support is 16.6% (37) with an additional 6.3% (14) of pupils having an EHCP, a further 2 pupils are at the assessment stage of an EHCP. 22 pupils receive either AFN High or HLN funding to support provision in school. The percentage of SEND in school is higher than the national average, 16.6% SEND support and 46.3% EHCP. At School, 22.9% of the children have EAL. The needs of pupils with EAL are being addressed first to accurately identify SEND needs as pupils move through school. The table below shows the needs in each phase, please note that some children have a dual need.

	SEMH	C & I	C & L	SPM
Foundation Stage	1	2	1	0
KS1	3	12	1	1
KS2	15	4	12	1

Parental Views

Parents are liaised with through Learning plan meetings during which we discuss parental views and aspirations for their child and progress towards meeting current targets. This is designed to be a positive experience through which strong partnership links are formed between all agencies and parents. Parent are given an opportunity to contribute to their child's education. Throughout the year parents meet with staff members both formally and informally to discuss pupils needs. Parents can arrange meetings with the school SENDCo at any time through contacting the school office or completing an online form available on the school website.

In addition to the review meetings views are sought on a half termly basis through a range of review processes. These include;

- Multi agency meetings including EHAFs.
- Additional parent evening with sharing of Learning plans for the children who are currently on the school's SEND register.
- Coffee mornings

Planning for the Future

An action plan for SEND is active through the Termly Working Plan. The whole school is actively engaged in the development of SEND and staff are supported through this process by attending training offered within school and family level. Every member of teaching staff in the school has completed a wide range of training from external agencies including being part of the Whole School SEND community. This training has included but is not limited to; CRB (Coping with Risky Behaviour), PRICE (Mr Jane, Mrs Laity and Miss Cotton), Understanding behaviour (Mr Jane, Mrs Laity, Miss Cotton and Mr Dean), Boxall Profile, Nessy, precision teaching plus the opportunity for staff to attend any personalised LA training opportunities. There are 2 ELSA trained staff: Mrs Brealey and Mrs Egginton. Miss Cotton is the under 18s Mental health lead. The school has a MELSA trained member of staff who is Mrs Hebden. Mansfield Primary Academic has two multisensory rooms with tailored resources in for individual needs. Forest school provision has been implemented an outdoor area has been identified and equipped for use. The school have employed a full time Forest school teacher to lead whole class sessions alongside tailored interventions to meet the needs of pupils offering a nurtured approach. Year one use continuous provision in the first term to support linked learning from the foundation stage to promote independent learning and engagement, this will gradually reduced as independence, respect, responsibility and resilience is developed in preparation for Y2. The school have a teacher that supports additional interventions across EYFS and KS1 full time to enhance progress. Mansfield Primary Academy have an on site Internal enhance provision to target complex communication and interaction needs. The enhanced learning provision provides a modified curriculum and environment, allowing children to experience success who may otherwise struggle in a mainstream classroom. Our provision is utilised for specific children whom this is the case, forming part of our tier 3 and above provision. All pupils accessing the enhanced learning provision have either have an Educational Health Care plan in place or have received specialist professional advice outlining the additional need for intense communication and interaction support.

Consolidation of Learning through SEND Provision

TAs encourage the transfer of new skills acquired through interventions when pupils are back in the classroom. Wherever possible, the same person is allocated to both pre and post teaching and the classroom support in each year group. This is to ensure continuity and further development/ application of what has been taught.

The school's values are, Respect Responsibility and Resilience. Our priority is to increase attainment through encouraging independent, enthusiastic, and resilient learners. Our curriculum intent is to Generate all children to engage in a curriculum that allows them to

flourish, Aspire children to aim high and achieve, Enquire children to develop curiosity in learning and to work Together to become good all rounded citizens. The skills children learn and develop help to prepare them for adulthood.

The school is constantly reviewing and evaluating the SEND processes and provision. Covid-19 has impacted on the communication and SEMH levels of need of the pupils in school.

Use of SEND resources

SEND funding is allocated across the school, according to need.

TAs are allocated according to the need of each year group and where possible TAs are allocated to specific year groups for continuity. Where pupil-specific funding is allocated, additional staff are allocated in line with AFN/ HLN funding thresholds.

The school's core offer includes but is not limited:

- Quality first teaching and scaffolding, where needed, is expected in all classrooms.
- Use of visual aids and working walls
- Communication aid boards
- Writing frames and planning sheets
- iPads and technology are used to enable engagement and access to the curriculum
- Visual timetables are in all classrooms and learning groups
- Whole school reward systems are in place and implemented successfully which includes Class Dojo

Features of successful SEND High Needs provision

Individual needs of SEND pupils are met by close monitoring of progress through meetings which are held on a termly basis with the SENCO, class teacher and Principal. Children who may be falling behind or struggling in any way are identified with solutions agreed and implemented. The progress made by each child, on each intervention, is monitored to ensure that the process is fit for purpose.

Learning plans are created for all children on the register so that anyone coming into the classroom to work with each child has a snapshot of their needs. Learning plans work on a two tier system to support pupils effectively. School engages with the Trust quality assurance monitoring each year alongside internal and external moderation of learning plans.

Named TAs have been allocated areas of responsibility within SEND provision at School Primary. This is detailed as follows:

- ELSA TAs providing nurture group support and work around managing anxiety, bereavement and understanding emotions.
- EHAFs are led by the Attendance and Attainment Officer, for our most vulnerable and complex families with regular reviews.

- All TAs work with groups or individual children to develop reading skills. Lexia is used to improve the development of literacy skills using an engaging systematic approach.
- Teachers can carry out the dyslexia screener using with individual pupils and are trained in using Boxall and SDQ to assess the SEMH needs of individual children.

Three members of the senior leadership team have the National Award for SENCo qualification (Miss Cotton, Mr Jane and Mrs Laity) with a further two staff members studying the qualification.

Features of successful SEND High Needs provision

Learning plans, TA timetables, AFN/HLN bids, investigation trails and observations indicate correct and appropriate allocation and use of funding. A commitment to inclusion and providing for all is evident through frequent reviews, meetings, monitoring and evaluation of provision. There are high expectations set. Inclusion and a highly appropriate, completely individualised programme has enabled a number of children with severe complex needs to remain in mainstream school and make progress albeit very small steps. Data / information is thoroughly analysed, to identify which pupils, underachieve, and why.

The standard and quality of teaching is monitored termly by the Senior Management Team and reflected on through the appraisal process. Each subject leader has an overview of adaptations within their subjects and monitor the support during their learning walks, book looks and strategy discussions with teaching staff. There is a significant investment in whole school training (see above). The SENCO has a thorough overview of the allocation of funding, across the school and shares this on a regular basis with the staff. There is a whole school SharePoint system for gathering information about SEND children (also uploaded onto CPOMS), highlighting all children with additional needs and/or funding and what is helpful to meet their needs is clearly communicated. Each funded child also has a record of target achievements on their Insight, notes section, this is to help assess against progress measures. Actions and outcomes are evident in minutes of review meetings. The effectiveness of additional support is monitored through outcomes via TAs reports, observations, and work produced.

Evidence trail

There is much evidence within school, documented, filed and available. Individual files have records of any agency involvements, letters etc. Whole school records are also available. All is established and in place.

A clear evidence trail includes:

- Requests made for additional funding
- Decision letters regarding the school's requests for HLN funding
- Dates on which further requests are required
- SEND information reports
- Pupil observations

- Learning walks
- Provision maps (annotated where appropriate)
- Photographs
- Pupil Profiles
- Behaviour Plans/Contracts
- Behaviour/Incident Logs
- Minutes from meetings
- SEND Support Plans
- Progress Meetings
- Small Steps Trackers
- Software for Whole School Data Collections (Insight)
- Teachers' notes/files

The Inclusion Team at Mansfield Primary Academy are-

- SENCO- Jemma Cotton
- Attendance Officer- Amanda Laity and Amy West
- Designated Safeguarding Lead: Jemma Cotton
- Deputy Designated Safeguarding Leads: David Jane, Amanda Laity, Lewis Dean and Brad Wright