# Primary SEND Report 2026 2027

| Contact details: |
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| Mansel Primary School,<br>Sheffield,<br>S5 9QN<br><br>0114 2321278<br><br>enquiries@mansel.sheffield.sch.uk<br><br>SEND governor: Danielle Walton<br><br>SENDCo: Danielle Hobman<br>dhobman@mansel.sheffield.sch.uk |
| **A brief overview of our educational provision** |
| Mansel Primary is a mainstream academy for children from 2-11. There are 461 children on role. The class sizes are up to 30 children.<br><br>It is largely a two form entry school with a range of teaching assistants who support children across each year group, although numbers are smaller in FS/KS1. The school also has a learning mentor and pastoral team who monitors attendance and supports some of our vulnerable learners. The school curriculum is based on the new national curriculum subjects.<br><br>We have academy status and are part of Steel City Schools Partnership (SCSP). SCSP comprises: Bankwood, Fox Hill, Greenhill, Mansel, Monteney, Windmill Hill, Woodseats primary schools, Brookhouse Junior and Lound Infant and Junior Schools ( 10 academies in total).<br><br>For new starters, visits to the school can be arranged by contacting the school office.<br><br>Please also see the latest SEND Policy on the website for more information. |
| **Our current Ofsted rating:** |
| Our Ofsted rating is GOOD. (21.3.2023) |
| **Our current provision for children with SEND:** |
| We have, and will endeavour to support children with the following additional needs:<br>Social, emotional and mental health needs<br>Speech, Language & Communication needs<br>Visual impairment<br>ADHD<br>Autism<br>Multi-Sensory Impairment<br>Dyslexia<br>Hearing impairment<br>Moderate Learning Difficulty |
| **Identifying learners with SEND:** |
| In our school we track our pupils' progress very carefully. We hold termly Pupil Progress meetings with each class teacher to look at the progress children are making. |

If a child is making less than expected or less than usual progress, or is noticeably below age-related expectations we will put extra support in place.
If, after intervention and continued close monitoring a child is not responding, then we will, again, in liaison with parents, seek advice from outside specialists such as: Speech and Language therapists, the Early Years Inclusion Team, the Autism Service, Educational Psychologists, the Learning Support Service (Fusion) and Locality SENDCos. We use their expertise and advice to ensure that we are correctly identifying those students with SEND. We also work closely with GPs, the Child and Adolescent Mental Health Service (CAMHS) and Ryegate Children's Centre. From this, the child is (in liaison with parents) placed on the Special Needs Register, with a SEND Support Plan (SSP). The support plan is written by the class teacher in discussion with the SENDCo to give the child small step targets to work on throughout the year.
We use the Sheffield Support Grid to identify the level of need and how we can best support a child in school.
If a child is a level 3 or above on the Sheffield Support Grid, we may use the information, along with the information from the outside agencies, to create a document called an 'Extended Support Plan' (Previously called a 'My Plan') for a child, which has greater depth of information than an SSP, and is reviewed termly to ensure we support the child as closely as possible.
Identification of children with SEMH difficulties is also informed by our half termly Every Child Matters (ECM) meetings.

**Physical accessibility:**

Mansel Primary School is a three storey school (with the school office being on one level and the main school and classrooms across two levels). Our 2 year old nursery is in a separate building. It is co-located with Woolley Wood Special school however we do not have access to their building or provisions.

There are no specific adaptations that have been put in place to support children with auditory or visual impairments, but all rooms have blinds to ensure the whiteboard can be better seen in bright light. We also liaise closely with the VI & HI teams when we have children with significant hearing or sight difficulties to ensure we are inclusive.
All classrooms and learning environments use visual timetables and these are used on a daily basis.
There is an accessible toilet on all levels of the school building.
The playground is secure and is fully surrounded by a fence. The main entrance to the school building can only be opened by staff using a key fob.
There are specific quiet spaces available for learners to access if children cannot cope with noisier environments, and children do access support in the Pastoral Room.

**How we adapt the curriculum for learners with SEND:**

The curriculum provided at the school is adapted for all learners including those with SEND. Our ethos (and in line with the SEND Code of Practice) is that ALL teachers are teachers of pupils with SEND. Lessons are adapted and children's individual needs are taken into account when planning these. All children identified as having SEND have a SEND plan with a clear set of targets which are reviewed termly (and more frequently in some cases).
Children with identified SEND have the same access to activities within school as all other children. Teaching assistant support is provided in all year groups to enable all children to access the curriculum.
We use the Birmingham Toolkit to identify gaps in children's learning and plan for and evidence small steps progress.
Our Pastoral Team supports identified children through holding self-esteem groups or working with individuals on social skills/friendship groups etc.

The termly SEND reviews, Pupil Progress meetings and ECM meetings inform interventions, and the effectiveness of these are evaluated and changes are made to provision if needed.

**Staff training to support learners with SEND:**

Quality-first teaching is the first wave of intervention which is a whole school priority.

Different members of staff are trained in a variety of interventions, approaches and strategies such as:

- LEAP,
- NIP,
- VIP,
- Shape coding,
- Speak snack
- 1:1 SALT sessions - speech sounds
- Phonics,
- Handwriting
- Separation and bereavement,
- Lego therapy
- Mighty Minds
- Zones of Regulation
- Literacy Gold

The majority of staff have been trained in the use of Team Teach ethos and techniques within school.
We subscribe to Fusion, a learning support service, as well as utilising other services such as the Autism Team and EP service. High quality SEND training happens across the year for both teachers and support staff, accessing these agencies when appropriate.

Certain members of staff have basic first aid training and are specifically trained in administering medication. This needs to go through the school office. Some staff have been trained in epipen use and diabetes.

Our SENDCo, Danielle Hobman, has the National SENDCo award.

**How we communicate with and involve families:**

The school regularly communicates with families by phone calls, review meetings, parent evenings and Class Dojo messages. Some children have a specific home/school communication book.

Parents are involved in the review process and setting new targets for children with SEND. They are invited to share responsibility and ownership for the targets with school and are given strategies to help their child fulfil their targets.

Through FIS (Family Intervention Service) support, parents can be signposted to parenting courses for parents who have children with special needs.

We can use translators to help communicate with parents whose first language may not be English.

**How we evaluate the effectiveness of provision for learners with SEND:**

The school regularly evaluates its effectiveness for all children including those with identified SEND.

Regular observations of lessons are carried out as well as planning scrutinies, book scrutinies and learning walks to evaluate the provision within school.
We have termly Pupil Progress Reviews where each year-group discusses the progress of all children with leadership and identifies specific actions for vulnerable groups including children identified as having SEND.
The school also carries out regular monitoring visits to ensure that the provision is effective for all children.
Children on the SEN register have SEND Support Plans and children's progress towards their targets is reviewed at least termly, and new targets set. Children with a My Plan/ Extended Support Plan and EHCPs (those with a greater level of need), also have these reviewed on a termly basis, as part of the 'Assess, Plan, Do, Review' process, and views of all involved, including the child, are sought.

**Support for the learners' overall wellbeing:**

All year groups have regular PSHE (Personal, Social and Health Education) lessons where they are taught about the social and emotional aspects of learning.
The learning mentor, along with school staff identify children who may need more support with their social and emotional wellbeing and are able to put interventions in place to support these children either in class, in a group or 1:1.
We use a FIS (Family Intervention Service) initiative which is called Early Help and Support, which gives us a much closer link with FIS.
As a school, we participated in the CAMHS Healthy Minds project since January 2019. We have a practitioner who has been working with us since Autumn term 2021.
We hold half-termly ECM (Every Child Matters) meetings where the SENDCo, Learning Mentor, and Safeguarding Lead look through information from all teachers to link behaviour, attendance and any other concerns about pupils to make sure they are supported appropriately.
The Zones of Emotional Regulation are used as a whole school strategy to give children the ability to identify their feelings and have the language needed to talk about how they feel and find ways to self-regulate.

**Behavioural interventions used:**

All staff use a consistent approach to supporting children with their behaviour and promoting positive behaviour in school. The pastoral team support children with additional vulnerabilities affecting their behaviour and provide structured interventions for those children who may need it.
We use the Zones of Regulation as an emotional literacy tool to aid positive behaviour and Post-Incident Learning. A positive approach to behaviour is used throughout school.
Most staff have Team Teach training and we have Team Teach trainers on our staff who have a Trust rolling programme of training set up to develop and embed the ethos across all our schools.
We are very proactive around attendance and aim to support children and families with this. As a trust we have employed an attendance officer.
Children with very challenging behaviour may have a Positive Behaviour Plan drawn up for them. Children with ongoing behaviour difficulties may be placed 'on report' and have a report book to monitor their behaviour choices carefully. The decision to place a child on a report is taken carefully and in consideration with other methods of supporting behaviour that may be more appropriate for the individual.

**Extracurricular activities for children with SEND:**

Within the school, learners with identified SEND are able to access the same activities as other children as much as their needs allow them to.

Parents and carers of vulnerable children are involved in the planning of all visits and trips to ensure that their children can access them to the best of their ability. We may also use support staff to allow children with SEND to participate in activities.

The school offers lunchtime and after school clubs.

**Consulting with and involving learners in their education:**

The school council allows children to share their views and is representative of all members of our school community.
We also have regular opportunities for pupil voice activities where children can share their views about different aspects of school life with the leadership of the school.
Wherever appropriate, children on the SEND register have a voice when developing their SSP targets. They also have a voice in their review meetings. Children with a greater level of need will have a My Plan/ Extended Support Plan, which includes a much greater input from the child, family, and other professionals involved, and is reviewed on a termly basis. Pupils with an EHCP play an active role (appropriate to their age and needs) in their EHCP reviews.

**Transition for pupils with SEND:**

Within the school setting we organise transition events for all children. Children with identified SEND may be given extra opportunities for additional transition visits either to their new year group or new school.
Depending on their level of need, children with SEND coming from other settings may have initial visits, there may be meetings between those involved (eg our school, the child, their parents, staff from the child's current setting), and possibly visits to the child in their current setting.
Vulnerable children may also be provided with a photo book and other relevant visuals to help them with their transition.
Transition to secondary is a careful exercise. Transition visits should take place, with the opportunity for vulnerable children to have multiple visits. Discussions between children's current and future teachers take place, and between parents, SENDCos and pastoral teams from both settings.
Where there have been significant challenges to this process – Covid 19 as the prime example – there have been remote meetings between Brilliant Hill staff and appropriate secondary staff, virtual tours, video recordings for pupils moving classes, welcome packs shared, short visits and then transition visits and activities as schools reopened in September.

**Complaints**

If a parent feels they have the need to complain, they are encouraged to discuss their concerns with the teacher, SENDCo or Head Teacher at the earliest opportunity. The school aims to resolve all complaints at this informal stage however the process for dealing with formal complaints is outlined in the 'Complaints' Policy.