SEN Information Report – Mesne Lea Primary School

May 2026

Introduction

Maintained schools, under the Salford Local Authority (LA), have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in the school. Our school, Mesne Lea, is as inclusive as possible, making sure that we can meet the needs of pupils with Special Educational Needs and Disabilities wherever possible. The four broad 'areas of need' are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical needs

What is the Local Offer?

Mesne Lea Primary School is a two-form entry school offering a primary education for children aged 3 to 11 years old, plus our Enhanced Resource Provision - The Cherry Tree Room. The unit is structured to meet the complex learning needs of up to eight children across Year 1 to Year 6. All pupils must have an Education, Health and Care Plan and meet our eligibility criteria. They will either have a diagnosis of autism or are on the neurodevelopmental pathway with needs relating to all four areas of the code of practice: communication and interaction, cognition and learning, social, emotional and mental health difficulties and sensory/physical needs. This specialist provision has a high level of staffing and is a nurturing environment within a mainstream context, providing excellent opportunities so that each child can maximise their learning potential. Learning pathways look different for each of our children as they are bespoke to meet their individual needs. Some children follow a more curriculum-based approach to learning, with discrete lessons in, for example, English, Maths and Science; these are personalised to support each child's ability and learning style. Children are supported by an adult but have the opportunity and encouragement to develop their independence. Children are based in the resource but will spend up to 50% of their time in their mainstream classroom when appropriate and/or children from mainstream may visit the resource. Visits are carefully planned to suit the needs of the child as well as the members of the class the child will be integrated into. We

endeavour to offer the children a range of wider learning experiences including educational outings as well as visitors to school and organised swimming lessons. We work closely with a range of professionals to embed individual programmes within the provision and have developed strong, collaborative relationships with our families. The Cherry Tree Room offers a supportive environment where children become confident, sociable and independent learners. It is a place where individuals are celebrated.

The SEN Information Report

The Children and Families Bill became statutory in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and people with Special Education needs (SEN) aged 0-25. This is the 'Local Offer', the Local Offer is an important resource for parents in understanding the range of services and provision available in their local area, including at school.

- Our Local Offer will be reviewed annually.

Who are the best people to talk to in this school about my child's difficulties with learning or Special Educational Needs or Disability (SEND)?

Class teacher (Please see staffing list on school website) https://www.mesnelea.salford.sch.uk/staff/

- Will check the progress of your child regularly and identifies, plans and delivers any additional help your child may need (this could be targeted work or additional support) – making the Special Education Needs/Disabilities Coordinator (SENDCo) aware of this.
- Set termly small, measurable, attainable, realistic, timely (SMART) targets for Pupil Progress Targets/Individual Support Plans (ISPs)/ Play Plans, ensuring that they include the advice given by outside agencies and share and review these targets with parents when a new ISP is completed.
- Personalise teaching and learning for your child as identified on the school's provision map. Ensure that the school's SEND Policy is followed in their classroom, for all the children they teach with SEND.

SENDCo (Special Needs Coordinator – Mrs Dougill)

- Develop and review the school's SEND policy.
- Coordinate all support for children with special educational needs or disabilities (SEND). Ensure that you are involved in supporting your child's learning, kept fully informed about the support your child is getting, and involved in reviewing how they are doing.
- Liaise with all other people who may come in to school to help your child's learning, e.g. Speech and Language Therapy, Education Psychologist.
- Update the school's SEND register (a system for ensuring that all the SEND needs of children in this school are known) and make sure that records of your child's progress and needs are retained.
- Provide specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

Headteacher (Ms Unsworth)

- Is responsible for the day-to-day management of all aspects of the school; this includes the support for children with SEND.
- Will give responsibility to the SENDCo and class teachers of children with SEND, but is still responsible for ensuring that your child's needs are met.
- Must make sure that the Governing Body is regularly kept up to date about issues relating to SEND.

SEND Governor (Ms Arnold)

- Makes sure that the necessary support is given for any child with SEND who attends the school.

1. **How can I let the school know that I am concerned about my child's progress in school?**

If you have concerns about your child's progress, you should speak to your child's class teacher initially.
If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs and Disabilities Co-ordinator (SENDCo): Mrs Dougill.

2. **What are the different types of support available for children with SEND in our school?**

a) Class teacher input, via excellent targeted classroom teaching (Quality First Teaching)

- The teacher has the highest possible expectations for your child and all children in their class.
- All teaching is built on ways on what your child already knows, can do and can understand.
- Different ways of teaching are in place, so that your child is fully involved in learning in class. This may include things like using more practical learning.
- Specific strategies (which may be suggested by the SENDCo) are in place to support your child's learning.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- Intervention may be run in the classroom or outside the classroom by a teacher or a teaching assistant (TA).

b) **Specialist group support delivered by outside agencies, e.g. Speech and Language Therapy. SEND Code of Practice 2014: School Support (SS)**

This means a pupil has been identified by the SENDCo/Class teacher as needing some extra specialist support in school from a professional outside the school. This may be from the Local Authority central services, such as the Learning Support Services or Sensory Service (for pupils with hearing and/or visual need), Education Psychology Service and Speech and Language Therapy.

What could happen:

- You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

Specified Individual Support:

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups ("Including All Children" documentation from the LA).

Your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the Learning Support Service or Sensory Service (for students with a hearing or visual need) or Education Psychology Service.
- Outside agencies such as the Speech and Language Therapy (SALT) Service.

For your child this would mean:

- The school (or you) can request the Local Authority Services to carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to warrant a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.

- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Educational Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

- The statement or EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used, and what strategies must be put in place. It will also have long and short term goals for your child.

- The additional adult may be used to support your child, at times, with whole class learning, run individual programmes or run small groups including your child

3. How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

a. Listen to any concerns you may have.

b. Obtain extra information about the child and family history.

c. Plan any additional support your child may need both in school and at home.

d. Discuss with you any referrals to outside professionals to support your child. e. Discuss the possible next steps to be taken.

4. How is extra support allocated to children and how do they progress in their learning?

The school budget, received from Salford LA, includes money for supporting children with SEND. The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school. The Head Teacher and the SENDCo discuss all the information they have about SEND in the school including:

a. Children getting extra support already.

b. Children needing extra support.

c. Children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed. The school 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 are deployed as effectively as possible.

5. What services are the other people providing for children with SEND in Mesne Lea? School provision.

a. Teachers take overall responsibility for teaching SEND groups/individuals. They may, at times, delegate some group teaching to teaching assistants who may deliver pre-planned programmes of work. At other times, the teacher delivers specially prepared programmes of work specifically planned to pupils with special educational needs.

b. Teaching Assistants and Higher Level teaching Assistants (HLTAs) working in the classrooms, additional rooms or teaching bays with either individual children or small groups.
c. IT support in the form of writing and maths programmes, and a phonic reading programme, is delivered by teaching assistants.

Local Authority Provision delivered in school

d. Educational Psychology Service

e. Learning Support Service

f. Sensory Service for children with visual or hearing needs

g. Parent Partnership Service

h. Speech and Language Therapy (SALT)

Health Provision delivered off site or in service via prior agreement

i. Additional Speech and Language Therapy input, to provide a higher level of service to the school

j. School Nurse

k. Occupational Therapy

l. Physiotherapy

m. CAMHs

6. How are the teachers at Mesne Lea supported to work with children with SEND, and what training do the teachers have?

The SENDCo's job is to support the class teacher in planning for children with SEND. The school provides training support to enable all staff to improve their teaching and learning of children, including those with SEN. This includes whole school training on SEND issues, such as Dyslexia, Autism Spectrum Disorder (ASD) and Speech and Language difficulties. A number of staff members are trained in particular areas: PE Screening, ELKLAN, WELLCOMM, RWInc

7. **How will the teaching be adapted for my child with SEND?**

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.

Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.

Specific resources and strategies will be used to support your child individually and in groups.

Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs. By having these things in place, this means that children with SEND are not being treated less favourably. They can access the learning and the curriculum at their level.

8. How will we measure the progress of your child in Mesne Lea?

- Your child's progress will be continually monitored by his/her class teacher. His/her progress will be reviewed with the Head teacher/Phase Leader and SENDCo every half term in reading, writing and maths.

- At the end of each key stage (at the end of year 2 and year 6), all children are required to be formally assessed using the Standard Assessment Tests (SATs). This is something that the government requires all schools to do and the results are published nationally. Pupils are also formally assessed at the end of Foundation stage and Key Stage 1.

- Where necessary, children will have an ISP (Individual Support Plan)/Play Plan based on the National Curriculum targets or based on targets set by outside agencies specific to their needs. Targets will be set and designed to accelerate your child's learning and close the gap. Progress against these targets will be reviewed regularly; evidence for judgements assessed and a future plan is made.

9. What support do we have for you as a parent of a child with SEND?

a. The class teacher is regularly available to discuss our child's progress or any concerns you may have and to share about what is working well at home and at school, so that similar strategies can be used.

b. The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.

c. All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in the form of a report.

d. Personal progress targets/ ISPs/ Play Plans will be reviewed with your involvement every half term/term.

e. Homework will be adjusted as needed to your child's individual requirements.

f. A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.

10. How is Mesne Lea accessible to children with SEN and Disabilities (SEND)?

a. The school has a lift.

b. There is a disabled toilet and a hygiene room.

c. The school has easy access, with wide doors and level entrances.

d. We ensure that wherever possible that the equipment used is accessible to all children, regardless of their needs.

e. After-school provision is accessible to all children; including those with SEND.

11. Admission of Pupils with Disabilities

Arrangements for Admission

Children are admitted to Mesne Lea according to the Salford Local Authority's admission policy. Pupils with disabilities have their level of need assessed by the school in consultation with the child's parents, the local authority and health agencies prior to entry, to ensure the school's physical environment and the appropriate resources (materials and personnel) can meet the child's needs.

The school already has experience in developing a range of strategies to meet academic, emotional, behavioural, medical and physical needs. These include additional adult support, not only in the classroom but also at lunchtime and on school trips, specialist resources, differentiation of lessons and the use of different teaching methods. Outside agencies often give advice in relation to more significant needs. All practical steps are taken to ensure that disabled children fully participate in everyday activities.

To ensure the school continues to be proactive in the provision for those with disabilities it frequently reviews its ability to educate those with disabilities.

Steps taken to prevent disabled pupils being treated less favourably than other pupils

The Disability Discrimination Act 1995 defines a disabled person as one who has a physical or mental impairment which has a substantial and long-term adverse effect on a persons' ability to carry out normal day-to-day activities. Most children with Special Needs will not be disabled within the meaning of the Act. The admission of pupils with disabilities is considered in the first instance in the same way as non-disabled pupils. Further considerations are made in the light of need and accessibility. It is the Governors' Policy to accommodate pupils with disabilities should parents wish. Steps are taken to prevent any pupils being treated less favourably than other pupils. In practice we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils.

Facilities Provided

Existing facilities provided to assist access to the school by pupils with disabilities:

- Wheelchair access at all entrances and sections of the school.
- Exterior lighting to improve evening access.
- Routes to the main entrance are clearly signed and free from obstructions.
- Disabled Toilet is located next to the office and disabled parking is available at the main entrance, should you need.
- There is only limited amount of space for the need, so please get in touch should you need

12. How will we support your child when they are joining Mesne Lea? Leaving Mesne Lea? Or moving on to another class?

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition takes place as smooth as possible.

If you child is joining us from another school:

- The SENDCo will visit pre-schools with the Early Years Leader when appropriate.
- Your child will be able to visit our school and stay and learn sessions over Summer term 2.

If your child is moving to another school:

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- Where possible, a planning meeting will take place with the SENDCo/class teacher from the new school.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher.
- ISPs will be shared with the new teacher and a tight transition of learning will be applied.

In year 6, moving to high school:

- The SENDCo/class teacher will discuss the specific needs of your child, with the SENDCo of the child's secondary school.
- Where necessary, your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead and now we grade the level of transition support needed: 1, 2, 3, 4 and act accordantly.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school over the summer term.

13. How will we support your child's emotional and social development?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.
All classes follow a structured PSHE (Personal, Social, Health and Emotion Education) curriculum to support this development and additional support plans and interventions are in place when needed.