



This Information report takes full regard of the SEND Code of Practice 2015:

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

The school's SEND policy and information report can be found on the school website, in the Key Information section:

[Manor Leas Infant School - SEND](#)

The Accessibility Plan can also be read alongside this Information Report. This is also on the school website, in the Key information section:

[Manor Leas Infant School - Policies](#)

School Profile

Whole school population with SEND:

- 28.7% of children in school are on the SEND register (44/153).
- 26% of children in school receive SEND support (40/153).
- 3% of children in school have an EHCP (5/153).

National Statistics for 2024-2025, show 5.3% of all pupils in schools in England have EHCPs and 14.2% of all pupils have SEND support without an EHCP. Therefore, MLI is below national data for EHCPs but above national for SEND support.

Individual year groups with SEND:

Year 2 - 19 children on the SEND register.

- 16 children receiving support and 3 children with an EHCP.
- This equates to 38% of children in Year 2 being on the SEND register in total (19/50) with 30% receiving support (15/50) and 8% of children in Year 2 having an EHCP (4/50).
- Out of all of the children on the SEND register, 43% are in Year 2.
- An EHCP application has been requested by parents for 1 child in Year 2 who is currently receiving support.
- MLI has had 1 Y2 pupil with existing SEND and an EHCP transfer in from another school this academic year.
- One pupil with an EHCP left MLI school from this year group.

Year 1 - 12 children on the SEND register.

- 1 child with an EHCP and 11 children receiving support.
- This equates to 22% of children in Y1 being on the SEND register in total (12/54) with 20% of children in Y1 receiving support (11/54) and 2% of children in Year 1 having an EHCP (1/54).
- Out of all the children on the SEND register, 27% are in Year One.
- EHCP application for 1 child in Y1 has been submitted and is awaiting a decision by 25.08.2025.
- MLI has had 1 Y1 pupil with existing SEND transfer in from another school this academic year.

Reception - 13 children on the SEND register.

- 13 children are currently receiving support and there are no children with EHCP.
- This equates to 26% of children in EYFS being on the SEND register in total (13/49) with 100% of these children currently receiving support.
- Out of all the children on the SEND register, 29.5% are in EYFS.
- An EHCP application has been requested by parents for 1 further child in Reception who is currently receiving support.
- MLI has had 3 Reception pupils with existing SEND transfer in from other schools this academic year.



Boys and girls with SEND:

30 boys are on the SEND register. 3 of these boys have an EHCP and 27 boys receive support.

- Boys make up 68% of children on the SEND register.
- Out of our children with EHCP’s, 75% are boys.
- Out of our children receiving support, 67.5% are boys.

14 girls are on the SEND register. 1 girl has an EHCP and 13 girls receive support.

- Girls make up 31.8% of children on the SEND register.
- Out of our children with EHCP’s, 25% are girls.
- Out of our children receiving support, 32.5% are girls.

This data is comparative to National data, where more boys than girls have SEND needs and more boys than girls have EHCP.

SEND Need:

SEND Need	No. of Students	% of SEND Students with this Need
Multi-Sensory Impairment	2	1.32%
Moderate Learning Difficulty	6	3.95%
Specific Learning Difficulty	9	5.92%
Vision Impairment	1	0.66%
Speech, Language and Communication Needs	11	7.24%
Social, Emotional & Mental Health	8	5.26%
SEN Support, No Specialist Assessment	2	1.32%
Autistic Spectrum Disorder	3	1.97%
Hearing Impairment	3	1.97%

The table above shows that MLI school’s main need is Speech Language and Communication; this mirrors the national picture. The National category for EHCP needs is Autism; this is not mirrored at MLI as the 5 EHCP pupils we have all have different needs listed as their primary need on their EHCP, therefore, no commonality can be seen.



Identifying pupils with SEND (taken from section 5 of the SEND policy)

Manor Leas Infant School is committed to the early identification of SEND and adopts a graduated response to meeting this in line with the SEND Code of Practice 2015. A range of evidence is collected through detailed assessment and monitoring arrangements.

Many of the children who join our EYFS will have been in early education settings and their needs may already have been assessed and identified. A baseline assessment is carried out for every child after they enter our school so that we can build on this prior learning.

The school tracking data is used to monitor the progress of all children at the termly pupil progress meetings held by the Senior Leadership Team. At these meetings, pupils are identified who are:

- Making progress significantly slower than that of their peers starting from the same baseline;
- Failing to match or better their previous rate of progress;
- Failing to close the attainment gap between themselves and their peers or where the attainment gap is widening.

However, once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties:

- The class teacher will take steps to provide adapted learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied;
- The SENDCo will be consulted for support and advice and may wish to observe the pupil in class or meet with parents to gain further information. This can support a decision about which level of provision the pupil may need;
- If a pupil has recently been removed from the SEND register they may also fall into this category. Continued monitoring will be necessary;
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and any concerns they may have with the school;
- The pupil is monitored if a concern is raised by a parent or teacher and they are placed on the school's SEND register under the monitoring category. Concerns are recorded on the SEND Concern form by the school as an aid to further progression and for future reference;
- Pupil progress meetings and parent evenings are used to monitor and assess the progress being made by all pupils. The frequency of these meetings is dependent on individual progress.

Provision for SEND pupils

SEND provision is carefully matched to the child's identified need. The range of support provided by school each year is in response to these identified needs and is detailed in the Provision Overview of an EHCP or in the Individual Education Plan of children who receive in school support. These working documents are updated every big term (three times a year). Under the Code of Practice, each child's need will come under one or more of the following four broad areas of need and support:

- Communication and interaction; School teaches phonics daily and there are intervention groups for pupils who need extra support; we use alternative methods of communication for some pupils which includes Picture exchange system, now and next boards, Speech and Language Therapy, Talkabout Program.
- Cognition and learning; School makes a range of adaptations, such as breaking information down into single steps, offering planning maps and tactile equipment, access to adaptive equipment, smaller teaching support groups, Specialist Teacher assessment.



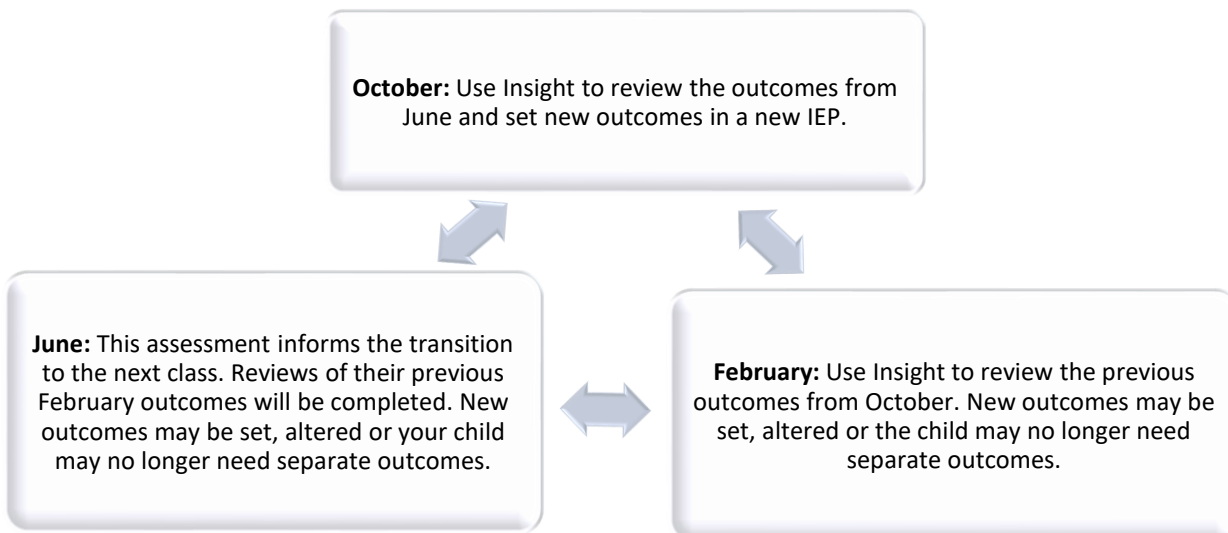
- Social, emotional and mental health; We use Colour Monster and the Zones of Regulation to help pupils discuss and identify their feelings, a NEST (alternative smaller and calmer room) available where pupils can take a break, Friends program, ELSA (emotional Language support), referral to Healthy Minds.
- Sensory and/or physical needs; sensory circuits, support from the SEST (sensory education support team), sensory profiles, first move program, adaptive equipment.

The provision outlined above is not exhaustive, and MLI school is proud of its ability to support pupils with a variety of presenting needs.

Implementation of SEND processes

This year, changes have been made to enhance the level of support that the SEND pupils at MLI receive.

- Reminders for staff of a clear plan, do, review cycle following the expectations in the diagram below:



- A clear format for staff and parents to share their concerns about a child. These are now placed on a SEND concern form and parents sign permission for their child to be monitored for inclusion in the SEND register.
- SENDCo has conducted parents evening for SEND parents. This has enabled parents to gain advice and support directly from the SENDCo and has hopefully reduced teachers time in parent's meetings being spent discussing the IEPs, therefore, being able to focus more on the discussion of academic progress and attainment.
- Clarification of which pupils to include on the SEND register has been given to staff. Previously, pupils who were supported by the Speech and Language Therapy Team, were not included on the register and EYFS did not identify many pupils as having SEND due to the nature of the EYFS curriculum. These actions have led to an increase on numbers of pupils on the SEND register.
- MLI school SEND policy has been updated with these changes.



Annual Reviews / EHC Plans

- ✓ 2 annual reviews were conducted early due to the changing needs of the children in the Social, Emotional and Mental Health category of SEND.
- ✓ 3 annual reviews were conducted in the usual annual timeframe set out by the SEND Code of Practice 2015 and Lincolnshire Local Authority guidelines.
- ✓ An EHCP request was submitted for one Year 1 pupil and the needs assessment is progressing. School will hear the outcome of the panel decision on whether to issue a plan or not in August.
- ✓ Additional hours and funding were gained for 2 pupils with an EHCP: 1. an increase in hours and funding; 2. temporary additional hours and funding for this academic year will continue.
- ✓ 2 parents have requested EHCP needs assessments. Both are at the information gathering stage.
- ✓ 1 pupil with a new EHCP plan transferred to us during the summer term.

SEND funding

In our school, we have 5 children with EHCP's and the allocated top-up funding for these pupils stands at £59,032.90 as of July 1 2025. The funding for these children is used to provide adult support for the hours in which their funding entitles them to. This is the best use of funding for the children with EHCP's in our school as adult support provides time for high quality learning and interventions and personalised curriculums dependent on their needs.

The loss of one pupil with an EHCP in the spring term has impacted our top-up funding. Although we gained a new pupil with an EHCP in the summer term, we are unlikely to receive any top-up funding, due to the late nature of his admission.

Staff Development and training

SENDCo Training and courses attended:

Graduated approach briefings each term;
Autism Education Trust Progression Framework;
Attention Autism;
Team Teach;
EYFS Transition toolkit;
Liaison with the SEND Trustee.

Staff Training and courses attended:

Attention Autism;
Sensory Circuits;
Attunement through Play;
Tantrums and Meltdowns-how to respond;
SNAP assessments refresher;
Team Teach;
Coaching and Mentoring Supervision;



External Agencies

Agency	Referrals and Advice information
Speech and Language Therapy	5 referrals have been made to the SALT team. 5 referrals have been accepted by the SALT team. Advice was given for 2 pupils. 2 pupils received a block of SALT, which a Speech and Language Therapist came into the school to deliver.
Community paediatrics	7 referrals were made by the SENDCo and 2 referrals by parents. Of the 9 referrals in total, 6 were accepted, 2 were declined and signposted to other services and 1 remains to be triaged.
Educational Psychology Team	A trainee educational psychologist has been in to deliver training to staff on Attention Autism, Attunement Through Play and Sensory Circuits. The educational psychologist attended school to assess a Year 1 pupil and advise on the amendments needed to their provision and EHCP.
Specialist Teaching Team	The Specialist Teacher has been into school to assess 4 pupils this year; 3 pupils in Year 1 and 1 pupil in reception. The reports received enhanced support for those pupils and gave their parents insight into their needs.
Sensory Education and Support Team	The SEST team have conducted termly visits for 2 pupils: 1 pupil with a visual impairment and 1 pupil with a hearing impairment. One member of the SEST team also attended an annual review meeting. SEST also provide adaptive equipment to 2 pupils in the school, for the same pupils.
Occupational Therapist	The Occupational Therapy services of Now Choose You, were commissioned for a block of 12 sessions for a Year 2 child with an EHCP. This has led to improved social, emotional and mental health outcomes for the child.
Behaviour Outreach Support Service and The Pupil Reintegration Team	The service has been contacted for 4 Year 2 pupils this academic year. 2 pupils in Year 2 were referred to alternative provision which was unsuccessful. 2 pupils in Year 2 have had a BOSS worker assigned to them, and a member of the BOSS team comes into school and home to support them.
Early Help Workers	The SENDCo has made 2 requests for Early Help to support parents in managing the SEND needs of their children. Advice was received for 1 Year 1 child and another Year 1 child has been assigned an Early Help Worker who supports them at home and in school.
Healthy Minds	The SENDCo has signposted 4 parents to Healthy Minds for support. A Year 1 parent made a self-referral and has gained advice. A Year 2 parent made a self-referral and has gained advice.
Needs Bright Solutions	Visited school on 3 separate occasions to give advice for a Year 1 pupil and a Year 2 pupil.
SEND Caseworkers	Each child who has an EHCP, has a SEND caseworker assigned. 1 Caseworker attended a Pupil Support Plan meeting and an annual review for a Year 2 child. 1 caseworker attended an annual review for a Year 2 pupil.
Child and Adolescent Mental Health Support Team	The SENDCo contacted CAMHS for a Year 2 pupil and support was not received.
Child Therapist	A therapist from A Different Angle attended school to support a Year 2 child during the autumn term at which point the block of sessions came to an end.
The Working Together Team	Step 1 of the ladder was completed for a Year 1 child and the advice received back is being implemented in their schooling.



Challenges facing SEND provision and support:

1. Funding. Less funding as a whole means that staff get removed from carrying out learning interventions which support all SEND pupil and need to support pupils with EHCP and emerging needs. Trustees can see that the top-up funding for 5 EHCP pupils is a small amount in relation to the TA salary that it needs to pay, not to mention the level of additional support an EHCP pupil may need in terms of resources.
2. The increasingly complex needs (in the social, emotional and mental health category of SEND particularly) of children coming into mainstream schools;
3. The range of support services offered in Lincolnshire is a positive. However, as is the case nationally, the demand for support services is heavily burdened. The criteria to access these support services require evidence, information and completion of paperwork, all of which increase the time needed by staff and parents to gain access to the actual support. Support is often triaged, so the evidence and paperwork submitted will not reach a certain criteria and advice will be given for school and parents to implement instead.
4. The picture of SEND in Lincolnshire. The Hub is a valuable tool to manage pupils EHCPs but is online and therefore, some parents need support to access this and checks need to be made that information has been received. Once paperwork has been completed for an annual review, school no longer has access to this. The Local Authority, may take longer than expected to process amendments to an EHCP. The local Authority are recruiting more SEND Caseworkers to cope with the additional workload, but this does not alleviate the capacity of support services (see 3. above). There are a high proportion of SEND pupils in the Local Authority of Lincolnshire: 6.1% EHCPs in Lincolnshire compared to 5.3% nationally and 14.2% receiving SEND support is the same in Lincolnshire as nationally) and a shortage of Special School places, which the Local Authority are hoping will be alleviated by 5 SEND Hubs across Lincolnshire.
5. Early Years Providers. Can struggle to gain support for SEND pupils in their settings and therefore pupils enter mainstream education without an EHCP. The SEND Code of practise states that a minimum of 2 plan, do, review cycles are needed to assess a child's needs before external support should be requested, therefore this has implications for evidence gathering and when the services outlined in point 3. and an EHCP request can be made.
6. SEND Paperwork. As exemplified in the external agencies' section above, more time is often spent by the SENDCo completing referrals and managing paperwork, than implementing interventions, spending time with the children and working with staff on developing SEND across the whole school.
7. Falling National Birthrate. As funding is dependant upon

Moving forward to 2025-2026

-It will be necessary to redesign and alter how we keep track of and monitor the achievements of SEND pupils across the school. This is due to the ending of Insight, which MLI uses to input pupil data and create and store pupils Individual Learning Plans. The SENDCo is hoping to add provision mapping to pupils' IEPs.

-The addition of a Nursery provision from January 2025 is a great asset to the school and will mean that an additional layer of SEND support will need to be sought, as well as MLI working with additional external agencies that we currently do not.

-We would like to have specific, set progression through interventions moving forward. For example: a maths intervention is needed to support some pupils. This is dependant on the availability of evidence-based interventions and considerations about how interventions can be run.

-It will be important to ensure accessibility of SEND in the mixed year group classes and to ensure that MLI is ready for the new SEND focus of Ofsted.