Mangotsfield School SEND Information Report 2025/2026

How we support your child – our offer to you.

At Mangotsfield School we celebrate that every young person is different and understand that each child has individual educational needs. We are committed to inclusion and aim to provide an appropriate and high quality education to all students.

All young people, including those identified as having Special Educational Needs and Disabilities (SEND), are entitled to high quality teaching, a broad and balanced academic and social curriculum. All students should be able to access all aspects of school life.

It is our ambition at Mangotsfield School that every young person with SEND reaches their full potential in school and can make a successful transition into higher education, training, employment and our community.

From the most recent Ofsted report March 2022 *"[Leaders] have developed well-considered initiatives that are helping staff to focus on the right things to be more effective. Consequently, the curriculum has been reorganised and is better matched to the needs of pupils, including those with special educational needs and/or disabilities (SEND). Pupils now choose a broader range of challenging subjects and succeed in them."*

A parent of a current Y7 says, *"My daughter is now happy going into school, and for her to say she likes secondary school is such a relief and is a credit to your staff."*

SEND Support Department Structure

Students who are identified as SEND at Mangotsfield School are allocated to a key SEND Lead who will be a point of contact for parents and manage the Assess, Plan, Do, Review process.

Below are the Mangotsfield School SEND Leads:

Mrs Katharine Merchant, SENDCO
Mrs Lorna Coates, Deputy SENDCO
Mrs Helen Tuckett, Deputy SENDCO
Mr Jackson Perry, Willow Hub Lead
Mrs Sophia Darbyshire, Rowan Hub Lead
Ms Jessica Bylthe, Oak Hub Lead (Tues, Wed)
Miss Lucinda Trowbridge, Oak Hub Lead (Mon, Thurs, Fri)
Ms Laura Neale, SEND Administrator

Across the school there are 18.5% of students with identified SEND needs

Type of support	Numbers of Students 2024	Numbers of Students 2025
Special education needs (SEN) support	170	176
Education, health and care (EHC) plan	36	45

Types of primary SEND need at Mangotsfield School

Broad Area of Need	Need Type	Number of students 2024	Number of students 2025
Cognition and Learning	Dyslexia Specific difficulties in literacy Dyspraxia/DCD Global developmental delay Moderate/mild learning difficulty	64	32
Social, Emotional and Mental Health	Attention deficit hyperactivity disorder/Attention deficit disorder Attachment difficulties/multiple ACES Anxiety disorder Obsessive compulsive disorder Tourette's syndrome Emotional difficulties Emotional and/or Conduct difficulties Other mental health problem	146	101
Communication and Interaction	Autistic spectrum disorder Speech and language difficulty Communication and interaction difficulty Developmental language disorder Stammer	75	73
Sensory and/or physical	Vision impairment Hearing impairment Multi-Sensory impairment Physical disability Sensory processing difficulties Cerebral Palsy	16	13

Important Links

Trust SEND Policy:
https://cset.co.uk/docs/policies/Special_Educational_Needs_and_Disabilities_Policy.pdf

School accessibility plan:
https://cset.greenschoolsonline.co.uk/docs/policies/Accessibility_Plan_4-24.pdf

South Gloucestershire Local Offer:
https://find-information-for-adults-children-families.southglos.gov.uk/kb5/southglos/directory/localoffer.page?localofferchannel=0&channel=localoffer

We hope the following questions and answers provide a clear understanding of what we offer the students at Mangotsfield School

1. How does Mangotsfield School know if a student needs extra help and what should I do if I think my child may have special educational needs?

Mangotsfield School has strong links with our feeder primary schools. As part of the transition process before their arrival at Mangotsfield School we discuss any identified additional needs and necessary provision for students who have already been identified as having SEND. If a child is transferring to Mangotsfield School in a year group other than Y7, a similar process of information gathering will take place to ensure the appropriate support is provided. See Q13 for further detail.

Once at Mangotsfield School, if anyone is concerned that a student may need additional support to successfully engage in learning, teachers, parents and students can raise a concern.

Staff at Mangotsfield School carefully and continually monitor the progress of all students. Teachers gather evidence of progress from when the students begin here through a range of means including summative assessments; standardised screening and assessment tools; observations and assessments of behavioural, emotional and social development. If at any point there is concern that progress is not being made academically, socially or emotionally we consider the possibility of a child having Special Educational Needs.

Teachers or parents can forward their concerns to man-send@cset.co.uk. The evidence is then considered at a regular Inclusion Meeting by staff members including the SENDCO and Pastoral staff. If it is felt that there is evidence of possible SEND, further assessments will be carried out by the school and possibly external health / education professionals. After this a decision will be made as to whether the student will be put on the SEND register and allocated additional support.

2. How will Mangotsfield School support my child/ young person if they have additional needs?

Mangotsfield School aims to ensure all children receive the appropriate support they need, whether that is academically, socially or emotionally.

As explained in Q1, any student identified as having an additional SEND will be placed onto the school's SEND Register. This register includes an outline of the children's individual needs and any specific provision in place to support them. All students with SEND will be allocated to a SEND hub within the school. A meeting will then happen where a pupil passport is created to be shared with teaching staff to support the student. This plan will be communicated with all relevant staff members and we aim to review the plan with parents and the student as part of the APDR process.

The SENDCO and hub lead allocated to the student liaise with parents/carers and external agencies to ensure that staff are fully briefed and equipped to effectively support the student in their learning. Mangotsfield School delivers high quality first teaching which is suitably differentiated to meet the needs of our pupils. In addition pupils with SEND will have extra support which may include one or more of the following:

- Pre-teaching
- Targeted intervention programmes including for reading, maths and social skills
- Use of technology
- Emotional or behaviour support in the regulation space

- Support to mediate language needs
- Use of advice and strategies from outside professionals
- Therapeutic style interventions e.g. Art based mentoring or lego therapy
- Adult support in class

For some children additional arrangements and adjustments can be made to enable them to fully access a range of tests. Access Arrangements might include additional time, rest breaks, the use of a scribe, the use of a reader or the use of a word processor. Only tests and assessors authorised by the school and recognised by JCQ can be accepted for access arrangements for public examinations. The SENDO works with the school exam and data team to identify those who are eligible for additional examination access arrangements. If your child is offered additional access arrangements, school will discuss this with you and your child in advance.

3. How is the decision made about what type and how much support my child/young person will receive?

The majority of young people on the SEND Register are identified as SEND Support and have pupil passports which are written by the school SEND Team through the Assess, Plan, Do, Review cycle and in partnership with the student's teachers, the young person and parents / carers (See Q2).

At least once a year, a review is held by the young person's hub lead, in partnership with the student's teachers, parents / carers and the young person. The review may form part of a meeting or a parent's evening. At the review meeting, the young person's additional needs, general progress, specific SEND outcomes and additional needs are reviewed. Updated pupil passports are drafted by the hub lead identifying the type and amount of support the young person needs to enable them to successfully engage in learning.

Some children with very significant SEND, need additional support above that normally provided by the school for children with SEND. This is accessed through the successful application to the local authority for an Education, Health and Care Plan (EHCP). Applications for an EHCP can be made by the school but in partnership with parents/carers and the young person. Parents also can apply directly. All children with an EHCP have an Annual Review as well as other reviews within the school Assess, Plan, Do, Review cycle. At the Annual Review, provision for the young person identified within the EHCP is reviewed in accordance with any developments in the student's additional needs. This can sometimes result in a change to allocated funding and associated provision.

4. How are Mangotsfield School's resources allocated and matched to young people's Special Educational Needs and Disabilities (SEND)?

Mangotsfield School receives a small amount of additional funding for all children on the SEND Register. Senior Leaders within Mangotsfield School decide how these resources should be allocated across the school to best support all young people with SEND. Provision is carefully matched to what is required to ensure that each young person can fully access and make progress throughout the curriculum. All resources for SEND are reviewed regularly and changes made as needed, in accordance with developments in pupil need.

In addition, individual children with the most significant level of SEND and who have an Education, Health and Care Plan (EHCP) in place, receive allocated Top Up funding from the local authority to ensure that appropriate support and provision is in place, as identified in the EHC Plan. Funding is allocated on an individual basis and in line with each young person's needs.

5. How is information about my child shared within the school community?

The SENDCO prepares and oversees a detailed SEND register which is available to all staff.

The school uses an information sharing system. The young person's hub lead shares their key needs, strategies for support and required additional provision with all staff through Class Charts. This travels with the child as they move up the school or change classes ensuring that information is not lost between class moves or when teachers leave the school. The support the young person is receiving is also shown on Class Charts. In addition, SEND staff make more detailed notes on Edukey provision map.

6. How will the curriculum be matched to my child's needs?

Mangotsfield School has designed a broad and balanced curriculum to encourage a love of learning in all of our students. Lessons are delivered in mixed ability groups, but teachers plan lessons according to the specific needs of all children in their class, adapting their teaching as necessary to ensure appropriate challenge and support for all students within the classroom. Some children benefit from specific resources and strategies which will be used to support a student individually and/or in groups, enabling access to the whole curriculum.

7. How does Mangotsfield School know if my child is making progress and how will this be communicated with parents / carers?

Teachers within individual subjects track and monitor student's progress. Teachers check on student's understanding using ongoing assessments and regular marking. This ensures teachers identify the next steps for learning and plan accordingly. All young people's progress is reviewed formally at three points during the year by each of their class teachers. Parents and carers will receive progress reports at scheduled points in the year, as well as having the opportunity to discuss their child's progress at Parents' Evening.

In addition, students on the SEND register will have Assess, Plan, Do, Review meetings to discuss progress with their Lead Professional (see Q2). At these meetings involving the student, parents / carers and lead professional, the student's specific SEND targets and additional provision will be reviewed and necessary amendments made to the plan. The updated plan will be communicated with all relevant staff members.

If your child has an EHCP you will be invited to an Annual Review meeting as well as other review meetings throughout the year. If it is stipulated in an EHCP that more frequent communication with home is required, this will be organised on an individual basis.

Home/school communication is important to us and we encourage you to contact and share with us your knowledge and experiences. Please use the man-send@cset.co.uk email and it will be forwarded to the relevant member of staff.

8. What other specialist services and expertise from outside school could be used to support my child?

To ensure the best possible provision for our young people with SEND, Mangotsfield School works with a number of external agencies and professionals. These specialist services support the school to accurately assess and support young people with specific additional needs.

External agencies working with Mangotsfield include NHS Speech and Language, Educational Psychologists, Inclusion Support Service, School Health Nurse, Occupational/Physiotherapy Paediatric Services, CAMHS (Child and Adolescent Mental Health Service), Family and Youth Intervention Support Service (FYSS), Access and Response Team Welfare (ART).

9. What training do teachers at Mangotsfield School receive about working with children with SEND?

Mangotsfield School is committed to the Continuing Professional Development (CPD) of its staff who receive training through a variety of sources including whole-school staff training days, department and group training, external speakers, online course and additional reading. Teachers receive specific SEND training each academic year.

If necessary, individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children.

10. What support will there be for my child's/young person's overall wellbeing?

Your child's well-being is paramount and all staff will do their utmost to ensure your child's social and emotional needs are met.

The Mangotsfield Inclusion Team meet weekly to discuss SEND concerns, pupil well-being, behaviour and attendance. If a member of staff is concerned about the wellbeing of your child, they will raise their concern at the Inclusion Meeting. Parents will be contacted if it is felt further support would be beneficial to your child. With parental consent, referrals can also be made to external agencies e.g. School Health Nurse Team, Educational Welfare, Educational Psychology, Early Help.

If your child requires regular medication, depending on the underlying health condition, our First Aid Clerical Assistant will lead on the appropriate paperwork which could include an Individual Health Care Plan (IHCP).

11. How will my child be included in activities outside the classroom including school trips?

Mangotsfield School aims for every child to be included in every aspect of the curriculum and we aim for every child to be included on school trips or any extracurricular activities they would like to attend.

The Mangotsfield SEND team liaises with other departments and trip organisers to make arrangements which ensure that all students are included and participate in all extra-curricular activities, including school trips, should they choose to. Students with more complex needs are fully supported and supervised in all activities outside the classroom. For external trips, contact is made prior to the visit with the centre to ensure accessibility and safety arrangements are in place. Children with an EHCP who are attending trips for extended periods of time, including trips abroad, are supported by experienced support staff in agreement with parents.

12. How accessible is the school environment?

The site is fully accessible at ground floor level. There are differing means on accessing higher levels depending on the block: a lift to access all floors in C block and a stair-lift in A block.

13. How will the school prepare and support my child to join the school, transfer to a new setting/ school/ college or for the next stage of education and life?

All children entering Year 7 will meet their mentor, Head of House and any other members of staff during the last term of primary school as part of the transition programme. In addition, staff from the Mangotsfield School transition team will visit each primary school to talk to the children and meet with their current teacher. During the visits Mangotsfield staff gather information regarding each child's needs including SEND. If required, support will be put in place for them. During term 6 Mangotsfield School holds a transition evening for parents where you can come and meet key members of the staff team including the Headteacher, Heads of Year, SENCO and your child's mentor. Following this evening the children will attend a transition day where they will spend the day at Mangotsfield School getting to know the school and meeting their mentor group. In addition to the transition day, additional visits to the school are encouraged for those who may find the transition difficult. These sessions are arranged with the Primary school and support a smoother transition. These sessions are offered to all children with an EHCP and are a great opportunity for them to start building relationships with new ESAs and the staff they will be working with.

Transitions between year groups and key stages can be just as challenging for children as moving into a new school. As a result these transitions are supported by activities such as meeting new class teachers, visiting new classrooms, talking and walking through their new timetable.

All children with a SEN have a Student Profile which outlines their needs, likes and dislikes and how they are best supported in class. This is given to their new class teachers and teaching assistants so that all staff are aware of the specific needs of the individual child.

During key stage 4 children are supported in making decisions about their next steps in their education. We have a range of programmes and support to prepare children for the next stage in their education and life, these include: support for writing applications, career interviews, visits to Post 16, taster days, individual visits and liaison with college/sixth form staff. The Family and Young People Support (FYPS), external support agencies, learning support staff and parent/carers plan and discuss appropriate and suitable pathways for individual children to ensure appropriate support and provision is in place.

14. How are parents involved in the school?

As explained in Q1,2, 3 and 7, parents / carers are highly involved with decision making around their child. Most notably parent / carer involvement is embedded within the Assess, Plan, Do, Review system which is at the centre of Mangotsfield's SEND system.

To discuss their child's individual needs or any concerns, parents/carers are always welcome to contact their child's mentor or arrange a meeting with a member of the SEND Team or their child's Lead Professional by emailing man-send@cset.co.uk. Attendance at parents' evenings is also a crucial part of being involved in your child's education and schooling.

15. What should I do if I am not happy with a decision or something that is happening?

At Mangotsfield School we aim to listen to your concerns and plan a positive way forward together. A parent / carer's first point of contact is either the student's mentor who you will be able to explain your concerns to or their Lead Professional. If they are not able to resolve the issue for you, they will refer it to the relevant senior member of staff who will deal with your concern.

16. Who can I contact for further information?

Parents / carers can contact the SEND Team at man-send@cset.co.uk

SEND Team
Mrs Katharine Merchant, SENDCO
Mrs Lorna Coates, Deputy SENDCO
Mrs Helen Tuckett, Deputy SENDCO
Mr Jackson Perry, Willow Hub Lead
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