



Manor Primary School Special Educational Needs Information Report

This document aims to provide parents with all of the information they need to understand how their child's needs will be met by both the school and also by the Local Authority and Special Support Services.

What are Special Educational Needs and Disability?

Under the new Code of Practice, a child is deemed to have Special Educational Needs, or SEN, if he or she has 'significantly greater difficulty in learning than the majority of others of the same age', or his or her disability 'prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in a mainstream school'. Special educational provision is needed for him or her, over and above that which can be met through good quality classroom teaching and differentiation.

Broad areas of need are identified as:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

These areas of need may be apparent for a short period or throughout your child's educational life. They may be identified before your child has even entered school or they may come to be recognised at a specific point in their education.

What should I do if I think my child has SEND?

- If you think your child may have SEND, first speak with your child's class teacher
- If you still have concerns please contact the SENCO, Mrs Williams.
- Points you may want to think about before meeting with the SENCO are:
 - Why you think your child has SEND
 - Whether your child learns at the same rate as other children
 - How school could help
 - What you can do to help
- Please bring any reports or information you have about your child's needs

How will the school know if my child needs extra help?

- We are informed by nurseries and previous schools about a child's needs before they join us.
- Your child's progress is followed through teacher observation, marking and more formal assessment, and if there are concerns teachers will let you know.

- Parents' evenings will give an indication of your child's progress at school and concerns will be raised by your child's class teacher if necessary.
- School reports will detail any areas your child has struggled in and significant concerns will be made clear.
- Teachers will refer to the SENCO after trying different strategies with your child.
- If your child is identified as having SEND, a Passport for Learning (PfL) will be produced with you and your child to set targets for your child. This will be updated termly.

How will the school let me know about the support my child receives?

Communication via one or more of the following:

- Contact from your child's class teacher via conversation/letter/email.
- Parents' evenings.
- Invitation to a meeting from a member of staff.
- Letter/phone call/email from the SENCO.

How can I help support my child?

- Discuss how to help with the class teacher or SENCO.
- Know your child's targets and actively encourage your child to work towards them.
- Check homework set regularly.
- Encourage your child to attend clubs and activities in and out of school.
- Follow the advice given by other agencies.
- Attend planning and review meetings.
- Let school know if your child is unhappy or worried about anything.

How will my child and I be involved in planning for their education?

- Parents' evenings.
- Planning meetings about your child's needs.
- Discussion with external agencies.
- Review meetings to explore if your child's needs are being met.
- Feedback from staff on an informal basis.
- Passport for Learning reviews.

What training or expertise do the school's staff have?

- In house and specialist training is provided to all staff.
- Skills audits are completed by staff and training planned for in continuing professional development planning and review meetings.
- Specific training on interventions and strategies for support.
- Teaching Assistants with specialisms.
- SENCO is a specialist teacher, undertaking a Masters level SENCO accreditation course.
- SENCO attends regular SENCO updates.
- We work closely with members of the autism outreach team, the Educational Psychology Service, SENIS and health professionals.

How will the school know that SEN provision is effective?

- Your child is happy in school and showing expected progress.
- School will gather information about the progress of your child and this will indicate whether they are making expected progress - this will be shared with you.
- We follow a graduated response for interventions, Passports for Learning, Statements and EHC Plans, where we Assess, Plan, Do, Review. The review will tell us if an intervention or cycle of support has been successful and what we need to try next.
- The SENCO will oversee the reviews of Passports for Learning and help adapt practice where required.
- OFSTED reports.

How will the school match the curriculum to my child's needs?

- Differentiated planning.
- Additional in class support from Teaching Assistants.
- Intervention groups.
- Targeted support for individual pupils.
- Use of Passports for Learning for children with SEND.
- Specialist equipment and resources for pupils where required.
- Access Arrangements for SATs

How does the school's admission policy take children with SEN into account?

Parent/Carers are invited into school to meet with the Head teacher and SENCO to discuss the ways in which Manor Primary School could best meet the needs of the individual pupil. Where the number of applicants for admission exceeds the schools published admission number, places would first be given to those children whose statutory statement of special educational needs or Education, Health and Care Plan names Manor Primary School as the most appropriate mainstream school to meet the learner's needs.

For further information, please click [here](#) to view our school admissions policy.

How will the school support my child in starting school and moving on?

When joining the school parents and children will be invited to meet with the SENCO and Head teacher, have a look around the school and meet the staff. Further visits may be planned to support the child's transition if it is deemed necessary. Any concerns or queries regarding provision should be raised at this initial meeting. If other professionals are already involved with the young person a 'team around the child' (TAC) meeting may be held to discuss the child's needs and share current strategies in use and progress towards goals.

Records will also be requested from the child's previous school or Early Years Setting. Following these steps adaptations to the child's start date may be suggested, e.g. phased start.

When moving classes children are provided with a transition booklet during the final term. This outlines their new teachers, classroom routines etc. These booklets are compiled by the SENCO alongside the children to promote ownership of the next stage in their school career. Frequent trips to their new classroom, carrying out jobs for their current teacher etc. are carried out in order to reduce anxiety.

Year 6 leavers: At Manor Primary School we have strong links with our feeder high schools. We have also developed good links with other local high schools that we occasionally feed to. High school transition starts in January for our SEND pupils. We can arrange trips to their new setting (where possible with a peer that will be going to the same school). Whilst on these visits pupils can meet key staff, locate key areas and ask any questions that they have. Our SENCO works closely with the high school SENCO's to ensure the best possible transition for our pupils.

How accessible is the school environment?

- 1 adapted toilet and washing facilities.
- Blinds to reduce glare for visually impaired.
- Accessible entrance at front of building.
- Carpeted reception area and corridors.
- Children have access to equipment to enable participation in all areas of the curriculum such as photocopying enlargement facilities, specialist desks and chairs and portable aids, specialist pens, fidget toys, talking tins and timers and visual timetables, as well as the use of ICT to support writing and accessibility.

How will the school make decisions about how much support my child will receive?

- Tracking pupil progress.
- For pupils with SEND but without a Statement of SEN or Education Health and Care Plan (EHC plan), the decision regarding support required will be taken by the SENCO in consultation with staff, the Head teacher and parents/carers.
- For pupils with a Statement of SEN or EHC plan, the decision will be reached when a plan is being produced and the needs have been identified.
- Change in a pupil's circumstances which has an effect on their well-being may lead to certain interventions being arranged.
- Recommendations resulting from assessments by outside agencies.

How will the school manage my child's medical or personal care needs?

- A Care Plan will be put into place for any ongoing medical or personal care needs.
- The School Nurse will be consulted if necessary.

What do I do if I have a complaint?

- Contact your child's class teacher.
- Contact the SENCO.
- If the complaint is regarding the SENCO, please contact the Head teacher Mr Robson.
- The next step is to contact the Chair of the Governors
- For further information please look at our complaints policy.