



Manor Primary School

Special Educational Needs Information Report

The Special Needs Coordinators at our school are:

Mrs J Bassi (Sandringham site) and Mrs F Danquah (Longbridge site).

If you would like to discuss an issue relating to SEND, please contact Mrs Danquah or Mrs Bassi via the school office on 0208 724 1111 (Longbridge site) or 0208 270 6630 (Sandringham site).

What types of special educational needs do we provide for?

Manor School supports the special educational and disability needs (SEND) of children. These needs are classified under four broad areas in accordance with the SEN Code of Practice 2014, which are:

1. **Communication and Interaction:** Pupils may have a difficulty in communicating with others, understanding what is being said and/or and using social rules of communication.
2. **Cognition and Learning:** Pupils may learn at a slower pace than their peers even with appropriate differentiated teaching. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to pupils with profound and multiple learning difficulties (PMLD).
3. **Social, Emotional and Mental Health:** Pupils may experience a wide range of social and emotional difficulties, which can manifest in many ways. These may include becoming withdrawn or isolated, displaying challenging or disruptive behaviour, anxiety or self-harm.
4. **Sensory and/or Physical Needs:** Pupils may require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided. Many pupils with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) may need specialist support and /or equipment to access their learning.

How do we identify and assess pupils with SEND?

A pupil is identified as having special educational needs when he or she experiences significant barriers to their learning, which impact on their ability to fully access the mainstream curriculum.

If a pupil has been identified as having SEND before they start at Manor, the school will work with previous settings and agencies involved who already know the pupil and use the information already available to support them in school. This will be reviewed after the pupil has settled in.

When a pupil is at school and we have concerns, we use a 'Graduated Approach' to identify and support pupils who are experiencing barriers to their learning. This is a four-part cycle of actions and decisions that are reviewed and refined using the 'Assess, Plan, Do and Review' model.

Teachers, working alongside the SENCO, will assess reasons why a pupil is not making adequate progress, despite high quality differentiated teaching.

The decision on whether to make special educational provision is based on:

- a process of ongoing teacher assessments and termly pupil progress meetings with the leadership team. This facilitates identification of those pupils making less than expected progress given their age and individual circumstances;
- Concerns that are raised by parents or carers; a teacher or the pupil;
- a change in the pupil's behaviour or progress;
- reports from external support services;

The purpose of identification is to work out what action the school needs to put in place, and not to fit the pupil into a category. We believe it is important to identify the full range of needs, not simply the primary need of an individual pupil.

Children who need extra help with their learning may receive additional support under one of the following categories:

- SEN support
- An EHC plan

How do we teach and meet the needs of pupils with SEND?

If pupils are identified as having SEND, they receive special educational provision known as SEN Support. At Manor School, we offer different types of support according to the individual needs of pupils, as outlined below.

Wave 1 Provision (Universal i.e. for all pupils): Quality First Teaching

Each pupil is entitled to Quality First Teaching as planned by the class teacher. Support is tailored to individual needs within the classroom.

Quality First Teaching involves:

- having high expectations for all pupils within the class, including pupils with SEN and disabilities.
- building upon skills and knowledge the pupil already has to move them forward.
- using different teaching styles and resources, such as practical learning, adapting or changing materials, resources or equipment.
- specific strategies suggested by the SENCO and outside agencies to support differentiation.
- small group work within or outside the classroom.

Wave 2 Provision (Targeted i.e. for highlighted pupils): Small Group Work

This is targeted at pupils who have identified barriers to learning that Quality First Teaching may not be able to meet. The intervention groups are delivered by teachers and by trained teaching assistants, for e.g. social skills, speech and language therapy, fine

motor, phonics, maths, reading and writing groups. Pupils are withdrawn from class for intervention groups for an amount of time so that they do not miss too much curriculum time with their peers.

Wave 3 Provision - Specialist: Individual Support

This is provision for pupils show a particular difficulty, or are making limited progress. It involves a structured programme, run with support and advice from professional outside agencies and delivered by trained teaching assistants under the guidance of the SENCO.

Pupils with SEND who are not able to access learning with their peers may follow a personalised or an adapted curriculum, supported by a high staff-to-pupil ratio.

Pupils who require a high level of additional support to access learning may receive Top Up Funding provided by the Local Authority (as identified by the SENCO).

Refer to the school's offer of interventions in Appendix 1.

How do we adapt the curriculum and the learning environment for pupils with SEND?

All pupils have access to a broad and balanced curriculum. SEND pupils are supported to develop their confidence, independence and positive self-esteem within a safe and nurturing learning environment.

We ensure that the curriculum and equipment used is accessible to all pupils regardless of their needs. Provision to facilitate access to the curriculum include:

- planning and teaching of lessons, which are adapted to support the specific needs of all groups of pupils in their class, and will ensure that your child's needs are met.
- specific resources and strategies will be used to support your child.
- specialist approaches to teaching including structured teaching principles, setting up of workstations.
- play based learning facilities.
- sensory facilities.
- hygiene facilities.
- reasonable adjustments made to the environment to meet the needs of pupils with disabilities. Our Accessibility Plan is available on our website.
<https://www.manorinfants.com/accessibility-plan/>
an application for access arrangements for KS2 SATs can be made so that, SEND pupils are not at a substantial disadvantage in comparison with other pupils who do not have SEND.
- SEND classroom with staff who are highly experienced.

Further information about our curriculum for each year group is available on our website.

How do we assess and review the progress of pupils with SEND?

We regularly assess all pupils' needs so that each pupil's progress and development is carefully tracked compared to their peers and national expectations.

Progress is continually monitored by their teacher and the SENCO and through:

- analysis of pupil tracking data and discussions at pupil progress meetings
- progress against national data and based on their age and starting points interventions baseline and exit data
- progress against individual targets
- pupils' work and observations

Pupils working below at P level (below the National Curriculum) have their progress tracked using the PIVATS assessment tool, which breaks learning tasks down into smaller achievable targets.

How we consult and involve SEND pupils in their education?

We are committed to involving pupils with SEND in decisions about their learning. We discuss with our pupils their progress and attainment at pupil reviews, give verbal and written feedback and encourage pupils to make choices through visual aids.

The following table sets out the different opportunities we have for talking to pupils about their learning:

| | Who's involved? | How often? |
|------------------------------|---|-------------|
| Self/peer assessment | Pupil, class teacher | Daily |
| School Council | Class, class teacher | Half termly |
| Pupil Voice | pupil, class teacher | Daily |
| SEND support review meetings | Pupil, parents, class Teacher, supported by SENCo | Termly |
| Annual reviews | Pupil, parents, keyworker, SENCO | Annually |

How do we work in partnership with parents of pupils with SEND?

All parents are welcome in school and are encouraged to discuss any concerns they may have with class teachers. We recognise the need for good liaison between home and school and value support from parents.

Parents are encouraged to contribute to their child's education, and this may be through:

- informal discussions with the class teacher regarding their child's progress;
- parent/teacher consultations where targets are shared and discussed to help pupils achieve the best possible educational and other outcomes,
- meetings with the SENCO and/or other professionals.
- attending inclusion workshops, which focus on providing information and support, as well as networking opportunities for parents of pupils with SEND.

We adopt an open door policy for parents/carers seeking support and advice. Our Parent Support Adviser, Mrs Whitehead, can signpost additional support/information available for families.

How do we support SEND pupils when transitioning?

Every effort is made to ensure a smooth and successful transition for all pupils between year groups, key stages and new schools.

Early Years staff meet with parents prior to pupils starting school and there is also the opportunity for a home-visit. Concerns about particular needs will be brought to the attention of the SENCO. Where necessary the SENCO will arrange a further meeting with parents, previous setting, health visitor etc.

Class teachers of pupils joining from other schools will receive information passed on from the previous school and if required, the SENCO will telephone the previous school to discuss individual pupil's needs.

Preparing for next steps

We recognise that transition is an important time for all pupils, especially so for a child with SEND. Consequently, we work closely with parents, pupils and staff to ensure these transitions run as smoothly as possible.

Planning for transitions take place in the Summer Term. Arrangements for transition to secondary school for pupils with SEND are planned for, taking into account the individual needs of the pupils.

What training do staff receive to support the needs of pupils with SEND?

Training needs are identified in response to the needs of pupils on the SEND register. The SENCO plans training opportunities for support staff and with the whole school and regularly meet for update and advice sessions following outreach support.

Training and development is linked with the school's development plan for SEND. This includes training on Autism, Speech and Language and Positive Handling.

Individual staff may also access advice and support from outside agencies who are working with specific pupils.

The SENCO attends network meetings to share good practice with colleagues in the local schools within the Borough.

Training sessions attended by SEN staff include:

SCERTS – Social Communication, Emotional Regulation and Transactional Support
Speech and Language – Colourful Semantics, PECS, Workstations, visual support
Making Sense of Autism
Inclusion and Quality First Teaching
The Engagement model
Team Teach
Use of visuals

How do we evaluate the effectiveness of our provision for pupils with SEND?

We evaluate the effectiveness of our provision by using the following criteria:

- analysis of school's assessment data
- taking into account the views of parents and pupils
- obtaining feedback from external agencies

- seeking external assessments such as Educational Psychologists/Speech and language Therapist reports
- recording and analysing data from teaching interventions to evaluate their impact.
- regular visits and feedback from the Advisory and Inclusion Advisers from the borough

How are pupils with SEND included in activities outside the classroom?

At Manor School, activities and trips are available to all pupils. We promote inclusion within all physical and outdoor activities, which cater for the needs of all ability levels.

Risk assessments are carried out and procedures are put in place to enable all pupils to participate. If a high level of support is required for an individual pupil, we may ask a parent or carer to accompany their child during an activity or alternative provision may be arranged.

In some cases, we may feel that a child will not benefit by going on a trip with their year group. In such cases, it may be more appropriate for the pupil to go on a more suitable trip.

What support is available for improving the emotional and social development of pupils with SEND?

The Emotional Health and Well-being of all our pupils is very important to us. A PSHE curriculum is delivered to all pupils. This aims to provide pupils with the knowledge, understanding and skills they need to enhance the emotional and social knowledge and wellbeing.

We recognise that pupils with SEND may have social and emotional development needs that require additional support in school. The range of provision to support these include:

- meet and greet at start and at the end of day
- Nurture groups
- Social skills programmes
- Personalised social stories
- Access to a Parent Support Adviser, including family support work and sessions for individual children
- CAMHS referral

What outside agencies do we liaise with to meet the needs of pupils with SEND?

Where pupils with SEND continue to make less than expected progress, we may request additional support from outside agencies, who can provide advice and recommendations.

These are some of the specialists we work with:

- Educational Psychology Service (EPS)
- Speech and Language Therapy Service
- Inclusion Advisory Team
- Autism Advisory Team
- Occupational Therapy Service
- School Nurse

- Child Development Team
 - Pupil and Adolescent Mental Health Service (CAMHS)
- Parents are always involved in any decision to involve specialist services.*

Where can I get information, advice and support?

Information about what support and services are available for pupils and young people with special educational needs and disabilities and their parents and carers in Barking and Dagenham ('Local Offer') is available here: <https://www.lbbd.gov.uk/local-offer>

What do I do if I am not happy or if I want to make a complaint?

Concerns or complaints about any aspect of SEND should be addressed initially to the class teacher who maintains responsibility for the pupil's progress, or to the SENCO. If the concern cannot be resolved at this level, it will be addressed by the Head Teacher, the Governing body, or referred onwards to the Borough's education authority.

Appendix 1

Manor School's Provision for the Different Areas of Need

| Social Communication & Interaction Difficulties | Speech and Language (SALT) | Physical / Sensory |
|---|---|---|
| <ul style="list-style-type: none"> • Workstations • Visual timetables • Individual schedules • Objects of reference • First and Next Board • Choice boards • Intensive interaction • Communication tables • PECS • Social skills groups • Sensory Room | <ul style="list-style-type: none"> • Talk partners • Individual SALT programmes • Sp/L prompt sheets – e.g speaking and listening frames • Individual programmes • Colourful semantics • Talk Boost • Early Talk Boost • Visual aids • Pre-teaching vocabulary | <ul style="list-style-type: none"> • Sensory room • Hearing Aids • Messy play • Early lunch provision • Fine motor activities • Pencil grips • PE adaptations • OT programmes |
| Cognition and Learning | SEMH (Social, Emotional, Mental Health) | Health / Medical |
| <p><u>Literacy/ Maths</u></p> <ul style="list-style-type: none"> • Additional 1:1 reading • Bug Club • Phonics groups • Wandle Catch up • Rainbow Room provision • Intervention groups for writing/reading/maths • PiXL groups • Concrete resources • Numicon | <ul style="list-style-type: none"> • Visual behaviour systems • Merit / Headteacher Awards • Star of the Week • Values tickets • Playground buddies • Individual behaviour plans • Personal rewards • Special box • Social skills groups | <ul style="list-style-type: none"> • Feeding programmes • Toilet routine • Personal care • Lunchtime provision • Health Care plans • Medicines administration • First Aid Training • Epipen / Epilepsy Training • Home tuition |