

Special Educational Needs and Disability Information Report



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Aims & Principles

Education is a shared responsibility and at Manor Primary School we aim to work in partnership with parents and other professionals. All children learn at different rates. At some time during their school journey, children will experience some degree of difficulty, but some will experience a significantly greater lack of progress.

Children may experience problems in gaining full access to the curriculum, resources and facilities of the school in one or a combination of this (for example, physical access, vision, hearing, motor skills, speech, independence, self-esteem, concentration) and will need the help of additional support. This may happen either throughout or at anytime of their school journey. Some difficulties may be short term and easily solved by such things as an eye test or a meeting with parents. Others may require structured teaching programmes where learning is broken down into small steps or require the assistance of outside agencies, such as the support services, child psychologists, speech therapists or physiotherapists.

At Manor Primary, all staff seek to meet the challenge of educational entitlement for all children to a broad, balanced and differentiated curriculum, which is relevant to their needs. By identifying and supporting children with learning difficulties in a variety of ways, we hope to achieve this. We aim to enhance pupil's self-esteem, to recognise their achievements and to raise their educational expectations

Special Educational Need and Disability Information Report

In conjunction with Wolverhampton's Local Offer and Dudley's Local Offer, our Special Educational Need and Disability (SEND) Information Report is designed to provide information to parents and carers with information about how we will support and make provision for pupils with special educational needs (SEND).

This can be read in conjunction with:

Wolverhampton's Local Offer which can be accessed here:

<https://win.wolverhampton.gov.uk/kb5/wolverhampton/directory/localoffer.page?localoffercha%20nnel=0>

Dudley's Local Offer which can be accessed here:

[Dudley's Local Offer | Dudley Council](#)

What types of SEN does the school provide for?

Children's Special Educational Needs and Disability are identified within one of these four broad areas of needs:

AREA OF NEED	CONDITION
<p>Communication and interaction</p> <p>Children and young people with speech, language and communication needs have difficulty communicating with other. This may be because they may have difficulty in saying what they want to; understand what is being said to them or do not use social rules of communication.</p>	<p>Autism spectrum disorder</p> <p>Speech and language difficulties</p>
<p>Cognition and learning</p> <p>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate adaptation. Learning difficulties cover a wide range of needs.</p>	<p>Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia</p> <p>Moderate learning difficulties</p> <p>Severe learning difficulties</p>
<p>Social, emotional and mental health</p> <p>Children and young people may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive and disturbing behaviours.</p>	<p>Attention deficit hyperactive disorder (ADHD)</p> <p>Attention deficit disorder (ADD)</p>
<p>Sensory and/or physical</p> <p>Some children and young people require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.</p>	<p>Hearing impairments</p> <p>Visual impairment</p> <p>Multi-sensory impairment</p> <p>Physical impairment</p>

Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENDCO

Our SENDCO is Mrs Julie Mills. Mrs Mills has over 20 years' experience in this role, completing the NASEND Award in 2014

Our assistant SENDCO's are Mrs Alex Yates and Miss Nieve Patterson

They have one years' experience in this role and are currently completing the NASEND qualification.

Class teachers and Teaching Assistants

All of our teachers receive in-house SEN training, and are supported by the SENDCO to meet the needs of pupils who have SEN.

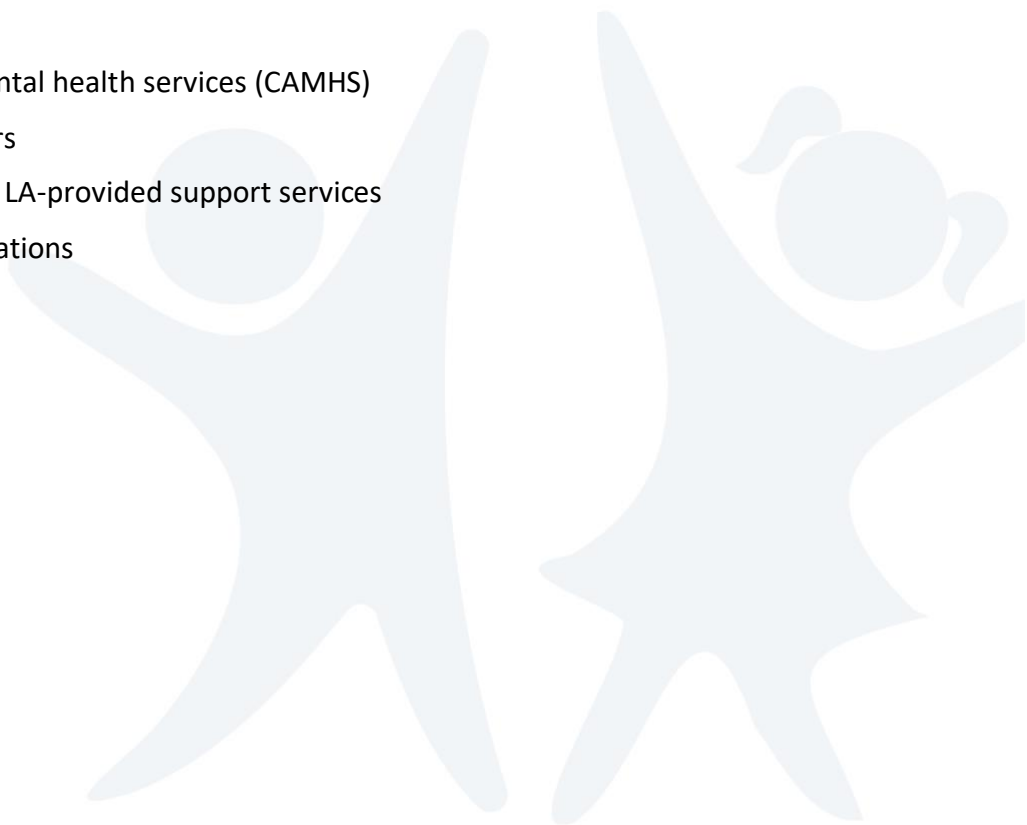
Training has been provided by Wolverhampton Outreach and other external providers and this included Autism Training, ADHD Training, Team Teach Training (selected teachers and teaching assistant), Trauma Training, Lego therapy (selected TA's)

We have a team of TAs, including higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations



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

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher.

Parents can speak to their child's class teacher at parents evening or can catch them to arrange a meeting at the end of the school day

They will pass the message on to our SENDCO, Mrs Mills who will be in touch to discuss your concerns.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

How will the school know if my child needs SEN support?

All our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO, and will contact you to discuss the possibility that your child has SEND.

The SENDCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

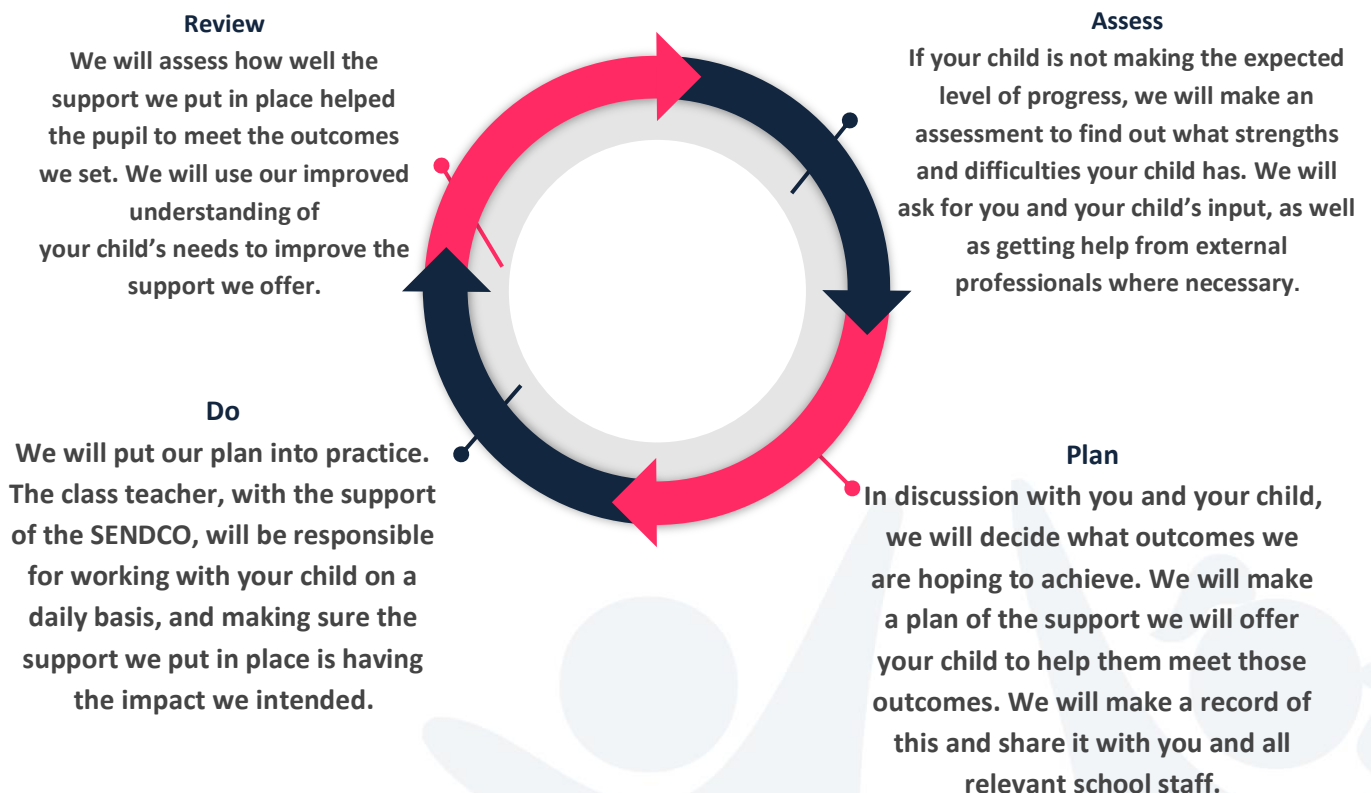
Based on all of this information, the SENDCO will decide whether your child needs SEND support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENDCO will work with you to create a SEND support plan for them.

How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress

Your child's class/form teacher will meet you 3 times a year, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when recommended by professionals, for example, outlined in and EHCP
- Teaching assistants will support pupils in small groups

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope
	Moderate learning difficulties	

	Severe learning difficulties	
Social, emotional and mental health	ADHD, ADD	Quiet workstation
	Adverse childhood experiences and/or mental health issues	Nurture groups
Sensory and/or physical	Hearing impairment	Classroom positioning
	Visual impairment	Limiting classroom displays
	Multi-sensory impairment	
	Physical impairment	

How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

How will the school make sure my child is included in activities alongside pupils who don't have SEND?

Children with SEND are given roles and responsibilities to encourage them to be confident and to develop self-esteem.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential visits In years 4 and 6.

Risk assessments are completed by staff prior to any trips/ visits and where appropriate parents are invited to participate. Reasonable adjustments are made to meet any additional needs wherever possible

All pupils are encouraged to take part in sports day/school plays/special workshops. Schools will work closely with parents to ensure activities are inclusive and tailored to their child's needs.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favourably than other children and the arrangements we have made to help children with SEND access our school.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the pupil leadership team
- Pupils with SEND are also encouraged to be part of extra curricular clubs to promote teamwork/building friendships
- Lunch/break time support is offers by additional adults to encourage engagement in activities
- Quiet areas are provided for pupils who find lunch/break times difficult.
- Nurture club for pupils who need extra support with social or emotional development

We provide extra pastoral support for listening to the views of pupils with SEND

We have a 'zero tolerance' approach to bullying.

How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Manor Primary School is an inclusive school that welcome children from all backgrounds, faiths and abilities. The only restrictions we place on entry is number. If the number of children applying exceeds the places available, we enforce the procedure set out in our admissions policy.

Parents whose child has an **Education and Health Care Plan** follow separate admission procedures through the Statutory Assessment or Annual Review process.

How does the school support pupils with disabilities?

The curriculum is adapted for pupils when necessary, either through support, adapted learning challenges, adaptations to furniture or the environment

Learning environments are assessed yearly for ease of access and appropriateness for pupils and environments are adapted as far as possible without taking away from the school environment policy

Please read the school's accessibility plan for further information about the steps we have taken to Increase the extent to which disabled pupils can participate in the curriculum, Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide and Improve the availability of accessible information to disabled pupils

What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term
- The annual review in Y5 for pupils with an Education, Health and Care plan begins where parents are supported to make decisions regarding secondary school choice.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

The SENDCO of your child's new school will come into our school for a meeting with our SENDCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently

What support is in place for looked-after and previously looked-after children with SEN?

Mrs Mills will work with the SEND Team, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

What should I do if I have a complaint about my child's SEN support?

Complaints about our SEND provision do **not** sit within the scope of the Manor MAT Complaints Policy; specific details can found in the Manor MAT Complaints Policy

What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at **Local Authority Information Advice & Support Services** (formerly known as the local parent partnership) for more information that is published on the website.

Links to the local offers:

Wolverhampton: www.wolvesiass.org

Dudley: <https://dudleyci.co.uk/services/dudley-sendiass>

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)

➤ [Family Action](#)

➤ [Special Needs Jungle](#)



Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil’s EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil’s needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability
- **SENDCO** – the special educational needs and disability co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages