



## **SEND Information Report**

**Manor Primary**

**September 2023**

### **Special Educational Needs Provision at Manor Primary**

All schools in Devon have the same duties related to special educational needs and disabilities, and are expected to provide support for children and young people who have additional needs. These duties can be found in The Special Educational Needs and Disabilities, 0-25, Code of Practice. We are proud of our provision for children with special educational needs (SEN) and disabilities. We aim to be inclusive and to meet the needs of all pupils and to ensure that the necessary tailored provision is made for any pupil who has SEND.

All staff and governors are committed to meeting the special educational needs of pupils and ensuring that they make progress and reach their potential. In line with our mission statement, we aim to provide a positive, happy and secure learning environment where everyone will be encouraged to achieve their best. Manor Primary School is a mainstream school with a nursery setting, where children with SEND fall into the following primary areas of need:

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

Manor Primary has a Communication and Interaction Resource Base (CAIRB). There are 4 Primary CAIRBS in Devon with each CAIRB having funding for up to 8 places. The aim is to promote social and academic success in an inclusive mainstream environment for children with communication and interaction difficulties.

**Places in the CAIRB are allocated by the Local Authority.**

### **What does Special Educational Needs mean?**

Children have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them. As defined by the Code of Practice 2015, children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post-16 institutions.

**Children are regarded as having Special Educational Needs if they require educational provision which is additional to, or different from, the educational provision made generally for pupils of their age.**

### **What happens at the start if my child has special needs?**

When children with special educational needs are first admitted to our school, personalised provision is provided for their transition. This may include meetings with professionals, portage, parents/carers, additional nurture visits prior to starting school, often with one-to-one support, and a phased start to full-time education to promote a positive experience for the child. This will usually be done through a multi-agency approach which has been started by a Lead Professional from one agency.

## Assessment of SEND at school

### The Graduated Response to SEND

The progress made by all pupils in learning, communication, physical and social development is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used. This can be then used in later discussions if concerns persist. This is universal provision.

All pupils' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities differentiated for individual pupils.

Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher.

Adequate progress could:

- Be similar to that of peers;
- Match or better the pupils' previous rate of progress;
- Close the attainment gap between the pupil and their peers;
- Prevent the attainment gap growing wider.

Where pupils continue to make inadequate progress despite support and high quality teaching, the class teacher will work with the school's Special Educational Needs Coordinator (SENCo) to assess if a pupil has a significant learning difficulty and agree appropriate support.

In some cases it may be necessary to seek assessment by, or advice from an external professional such as a specialist teacher, educational psychologist or through a referral to Integrated Children's Services. This service will assess an appropriate pathway to meet the child's needs. This will always involve discussion and agreement with the pupil's parents/carers.

When considering whether a pupil has a special educational need many of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum;

- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.

## **The role of the SENCo**

Manor Primary School has a SENCo to manage the identification and ongoing support for children with special educational needs. Hannah Bennett is the SENCo. Within the CAIRB, Lisa Tomlinson and Clare Ellison are also part of the SEND team and have expertise in Autism.

The nursery SENCo is Gemma West.

## **Does my child have a special educational need?**

Under the SEND Code of Practice 2015 pupils identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:

- **Communication and interaction**

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with ASD, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

- **Cognition and learning**

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- **Social, emotional and mental health difficulties**

Children 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 or disturbing behaviour. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder which all impact on daily life and learning.

- **Sensory and/or physical needs**

Some children 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. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

### **How are parents of children with SEN consulted?**

The teachers constantly review children's attainment. If a child is presenting with needs which require provision which is different from and in addition to their peers, the child will be placed on SEN Support. They will be on a register of SEN. The School will notify parents if the child is placed on SEN Support, this would happen at the termly parent's evenings or possibly on an alternative date. At these meetings, the Class teacher will give parents an outline of the ways in which the school is supporting their child's needs. This will often be recorded on a 'My Plan' which outlines targets for a child's learning for that term. The targets are SMART: specific; measurable; achievable; realistic; timed. The children and parents will be able to contribute to the My Plan process.

### **What should I do if I think my child has special educational needs?**

The first point of call is to talk to your child's class teacher as they will have been regularly assessing your child and monitoring their progress. The class teacher may decide to direct you to their Special Educational Needs Coordinator (SENCo) for an appointment.

At that appointment the school may:

- Gather views and aspirations of your child.
- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss any referrals to outside professionals to support your child.
- Consider starting a My Plan or use the Graduated Response Tool.

We can most successfully support children with SEND when parents and schools work in close partnership together.

## **How do we hear the children's voice in this process?**

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability). These views are welcome at any time but are specifically sought as part of their EHCP annual review, as part of their Pupil Progress Meetings and at the end of a targeted intervention. We ask all pupils to contribute to the setting of their own outcomes. If a My Plan is written, the children's voice may be recorded on there.

## **What support can we offer to children with SEND?**

Within learning the class teacher initially differentiates for all children and holds high expectations for children with SEND. If a child is not making satisfactory progress despite this quality first teaching more specific support related to the individual child's need will be provided, either within the class environment or in small group/1:1. This specific support is known as an intervention, and we tailor these to meet the particular needs of our cohort term by term.

### **Interventions may include:**

- Daily reading
- Code reading intervention
- Phonic intervention
- Handwriting and fine motor skills
- Counting to Calculating
- Speech and language programmes
- Dyslexia support
- Fun Fit
- Multi Skills
- Gross / fine motor skills programme
- Emotional wellbeing— an individual or group designed programme
- Life Skills
- Specifically tailored programmes drawing on aspects of the above

In addition, classroom and resources may be adapted to meet a child's needs. We follow the British Dyslexia Associations recommendations for Dyslexic Children and support children in class with ASC using the recommendations of Autism Education Trust standards.

The child's progress will be carefully monitored and any gaps in their learning will be identified and bridged accordingly using the "assess, plan, do, review" approach.

In some cases the school may seek the advice of specialist services and expertise (outside agencies).

The key principles to good SEN practice are assess, plan, do, review so children's learning and needs are reviewed regularly and their next steps considered to move their learning forwards. Reviews for children on the SEND register are held each term which provide opportunities to talk to your children's teachers and discuss their progress. Any concerns could be raised at these meetings.

## **What approaches do we use to teach children with SEND?**

Our quality first teaching is differentiated to ensure that the needs of all children are met within the class. Our teachers and school leaders regularly assess and monitor the children's learning to gain essential information on abilities, progress and achievements. Where a child is not making progress and requires provision that is additional or different from that of their peers, support and intervention will be put in place. Our partnership with parents and carers is vital in ensuring that we identify and fully grasp the specific profile of each individual pupil. Class teachers and Team Leaders are available to meet with parents and carers as regularly as needed.

## **How are adaptations made to the curriculum?**

The staff assess the children's needs and monitor their progress. The support they provide is varied and far reaching. It may be that a child needs some support on transition into school initially, the teachers may build special provision into their routine to manage this. Some children need additional explanation of an activity in clear, small steps in order to get started and progress. Some children may need physical resources to enable them to access their learning.

## **Accessibility Plan**

In line with the Equality Act, 2010, there is an Accessibility Plan which is reviewed and updated. The plan is in place to ensure the following:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of our Trust to increase access to education for disabled pupils and to ensure equality.

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

This Accessibility Plan is available on the policies page of our website. It is resourced, implemented, reviewed and revised as necessary.



## **What training or specialist expertise do the staff have in SEND?**

The school has expert practitioners in supporting children with ASC. We also have access to an Art & Drama Therapist, and a Family Support Worker.

Where a training need is identified and the expertise not present, the school is committed to ensuring that training gap is promptly addressed.

- The SENCO and other SLT members provide CPD to other staff in school in specific aspects of meeting the needs of pupils with SEN.
- All staff have regular CPD meetings. The progress of all pupils including those with SEND is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual pupil needs as necessary.
- Teaching assistants are engaged in an ongoing training whereby the role of the teaching assistant is developed.
- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy) or to train staff in the use of specific interventions.
- Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.
- The school SENCO meets regularly with nursery staff to share good practice.
- Staff have been trained in using the AET standards and progression guidance. They are also using the AET competency framework to monitor their practice.

## **How do we know if the support for children with SEND is helping their progress?**

Staff assess all children's progress to ensure learning is moving forward. The Senior Leadership Team review regularly so they can monitor children's progress throughout the school. The My Plan process is reviewed termly so staff can reflect on children's progress. Children are also engaged in reviewing their learning so they are clear regarding their next steps. Where children have a Statement or Education Health and Care Plan relating to their SEND, an annual review is held with all adults involved with the child's education and the parent's/carers. The SENCO and the Head teacher work closely with the staff to ensure the effective day to day operation of the school's special educational needs policy. The SENCO and Head teacher identify areas for development in special educational needs and contribute to the school's development plan.

The school's provision (in particular the CAIRB) is monitored by the local authority/Babcock. Actions feed into the Inclusion Action Plan.

## **What may happen when an outside agency is involved? ·**

The outside agencies are called on when the school has identified a need for specialist support. They are identified by the SENCO in conjunction with the class teacher. Parents are likely to be asked to give permission to the school so they can refer their child to the relevant outside agency. This input helps the



school to understand the child's particular need in more detail and the best way in which to support him/her effectively within the school.

The specialist agency worker will come into school and work with the child to understand their needs and make recommendations on ways to support the child further in their education.

### **What specialist services and expertise may be available?**

The outside agencies are called on when the school has identified a need for specialist support. They are identified by the SENCo in conjunction with the class teacher.

Children at our school may be involved with one or more of the following agencies:

Educational Psychology  
School Nursing Service  
Speech and Language Therapy Service  
Occupational Therapy Services  
Hearing impairment support team  
Visual impairment support team  
IT support  
Communication Team  
SPLD Outreach  
Physiotherapy service  
Behaviour support  
Child and Adolescent Mental Health Services (CAMHS)  
Integrated Children's Services  
Specialist outreach teachers  
Children's Centres

### **How is a child with SEND funded for support?**

The school receives from Devon County Council, a sum of money to support children with SEND. The Head Teacher decides how to deploy this resource to meet the SEND children's needs.

### **What happens if my child needs more support?**

Education, health and care (EHC) plans are for children or young people aged up to 25 with special educational needs (SEN), who need more support than can be given through SEN support in their mainstream nursery, school or college. A guide to this process can be found here <https://www.devonias.org.uk/documents/2019/06/ehc-needs-assessment-short-guide-2019.pdf/>

### **What should staff be doing for my child, how will the progress be monitored?**

The Trust ensure that the needs of all pupils are met by employing a SENCO. The Head teacher, SENCo and class teacher use the child's EHCP/Statement to identify the areas of pupil need and make appropriate provision. Some children will have their needs met through plans or provision maps where they may access provision additional to and different from normally differentiated teaching. All plans are reviewed three times a year. Time is identified for staff to review pupil progress, discuss pupil curriculum needs and to

transfer information between classes and phases. All teaching and non-teaching staff are responsible for differentiating the curriculum for pupils with special educational needs and monitoring their progress. Class teachers monitor progress made by pupils in their class and the effectiveness of resources and other curriculum material. All staff work closely with the SENCo.

### **How do we evaluate the effectiveness of our provision?**

Senior Leaders meet once a term to monitor progress of pupils. All provision is outcome based so that we are able to measure impact. For some children this will be through a specific plan. The SEND team write an annual action plan which details how practice will be further developed. This is reviewed three times a year. There is external moderation of Manor and quality assurance from the Local Authority.

Progress of pupils with SEN is monitored regularly and recorded on class profiles. Individual interventions are recorded on Provision Maps and a pupil's progress is measured at intervals, depending on the intervention, to check if progress has been made and the provision is effective for that pupil. This includes the analysis of pre and post intervention data. Statutory data and Devon SEND audit feedback are used to identify areas of improvement and provision is altered accordingly.

### **How do we include pupils with SEND in activities outside the classroom?**

All pupils whether they have special educational needs or not, will be involved in the full life of the school. Homework, if appropriate, will be differentiated for pupils with SEN. Pupils with SEN participate in sport, swimming and school visits (including residentials), with one-to-one support if necessary. They participate in assemblies, including class assemblies and school productions. This is a fundamental element to the school meeting their responsibility under the Equality Act 2010.

### **How is the decision made about the type and how much support my child will receive?**

The school receives a budget to meet the needs of children with special needs and the school also receives some funding for meeting the needs of children who currently have statements or Health Care Plans. The SENCo and Head teacher plan the budget and allocate resources to meet the needs of all the children. Your child may have a EHCP which details their specific needs and the school will allocate resources to meet these needs and also the needs of all children identified as needing something 'additional to and different from' that provided in the classroom on a day to day basis. The school believes that inclusion is at the heart of our work in relation to SEN and aims for all children to be in class for the majority of their day. It also values the importance of developing independence and advocates group work rather than over-reliance on one to one support, notwithstanding that some specific work can only be delivered in a one to one environment.

### **How do we support your child's overall well-being?**

We recognise the importance of your child's overall well-being as being of paramount importance. We have provision to meet every child's individual behavioural, emotional and social needs, irrespective of whether they have SEND. We regularly review and change this provision, when necessary to meet current individual needs, liaising with staff, parents, pupils and professionals as part of this process. The school develops specific risk assessments for children with challenging behaviour so that they are not at risk of exclusion because of their behaviour which may stem from a specific diagnosis. Some children may have specific medical needs. Training is sought from the school nurse so that we are able to meet these needs. We

regularly review attendance data, and we are alert to other events such as bereavement, family break-up, bullying etc. which may lead to social, emotional and mental health difficulties.

### **How will my child be supported through transfer?**

The school works closely with schools on transfer so that children are well prepared for their next step. There is an enhanced visits programme. A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families. Our school understands the need for good transition practice and this is especially important for a SEND child.

The school will ensure that: -

- Our SENCo has had contact with the SENCo from the previous school, to gain a good understanding of the SEND child's requirements/needs.
- We will provide taster sessions so she/he can visit the school and stay for a few hours to get used to the new school environment.
- We will obtain the child's records from the previous school to help understand their needs.

In Year 6:

- Our SENCo and class teacher will discuss the specific needs of the child with the SENCo from the secondary school.
- Additional transition visits will be arranged where necessary, with our TA's involved in the process to keep familiarity in the transition period.
- Key information is shared with the school to ensure good communication regarding the children's needs.

### **What is the responsibility of the Local Authority regarding children with SEND?**

In respect of the Code of Practice for SEN, the Local Authority has a duty to publish arrangements for SEN support and provision in schools. The Children and Families Bill March 2014 underpins the Code of Practice. Local Authorities and schools are now required to publish and keep under review information about services available for the 0-25's with SEND. This is called the "Local Offer". Devon County Council has taken a multi-agency approach in supporting young people with SEND. This involves education, health and social care working together to provide for a SEND child, and can be found at [www.devon.gov.uk/send](http://www.devon.gov.uk/send). If you would like your child to join the school, please contact the School Office who will arrange a time for you and your child/ren to come and visit.

If you wish to speak to the SENCO please let the office know this when you ring and we will aim to coordinate a time for you to visit when they are available.

Hannah Bennett  
September 2023