Special Educational Needs and Disabilities (SEND) Information Report

Manor Park Primary School

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The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school. You can find our SEND policy on our website: www.manorpark.coventry.sch.uk

Note: If there are any terms we have used in this information report that you are unsure of, you can look them up in the glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech, language and communication difficulties
	Selective mutism
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia, dysgraphia
	Moderate learning difficulties
	Severe learning difficulties
	Working memory difficulties
	Processing difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
	Attachment or trauma-related difficulties
	Emotional regulation and wellbeing needs
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment
	Gross and fine motor skills difficulties

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

Our Special Educational Needs Co-ordinators (SENCOs)

Sophie Holloway is one of our SENCos at Manor Park Primary School. She has worked as a teacher for 10 years and has 5 years previous experience in the SENCo role. She has achieved the National Award in Special Educational Needs Co-Ordination at Edge-Hill University. Miss Holloway leads the management of SEND across all mainstream classes, supporting teachers to make appropriate classroom adaptations and ensuring effective provision for pupils with identified additional needs.

Jo Shepherd is an assistant headteacher and EHCP Champion. Mrs Shepherd has worked as a teacher for 10 years, an assistant head teacher for 4 years and has 3 years previous experience in the SENCo role. She has achieved the National Award in Special Educational Needs Co-Ordination at Edge-Hill University. Mrs Shepherd is responsible for coordinating, monitoring and reviewing provision for all pupils with EHCPs, working closely with staff, families and external professionals to ensure statutory requirements are met and individual plans are implemented effectively.

Class Teachers

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

Teachers have received external training in the following areas over the past academic year:

- Emotional coaching training from Educational Psychology Services
- Dyslexia training from the Social Emotional Mental Health and Learning Team

They have also received termly training on resources and strategies to support SEND children in class. This has been delivered by the SENCo and Assistant Headteacher/EHCP Champion. Teachers can access regular day-to-day support from the SEN team.

Learning Support Assistants (LSAs)

We have a team of LSAs, including higher-level teaching assistants (HLTAs) who are trained to deliver SEND provision and interventions such as SOS spellings, precision teach, phonics intervention and alphabet arc.

We have a team of 6 SEN LSAs who work with children with significant barriers across all of the four broad areas of need: Communication and interaction; Cognition and learning; Sensory and/or physical; and Social, emotional, mental health). These LSAs provide significant additional support to these children on a daily basis. In order to provide this support, they receive regular training from external agencies such as Intensive Interaction and Attention Autism training provided by CCT (Complex Communication Team) as part of the Coventry City Council's SEND Support Service training offer.

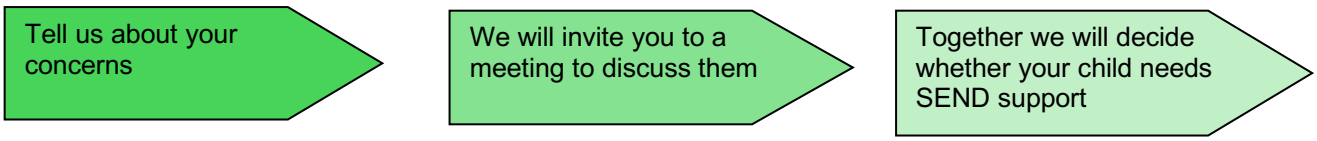
External Agencies

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 SEND and to support their families. These include:

- Early Years SEND team (EY SEND)
- Speech and Language Therapists (SALT)
- Social, Emotional, Mental Health and Learning (SEMHL)
- Complex Communication Team (CCT)
- Educational Psychologist Service (EPS)
- Occupational Therapy Team (OT)
- Sensory team
- Child and Adolescent Mental Health Services (CAMHS)

- School nurses

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



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

You can contact your child's teacher using Dojo or by contacting the school office and requesting a callback.

The teacher will pass your concerns on to our SENCo, Sophie Holloway.

You can also contact the SENCO directly:

senco@manorpark.coventry.sch.uk

We will meet with you to discuss your concerns in greater detail 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 has been discussed and add this to your child's record.

Additional targeted support will be put in place to support your child, and their progress will be monitored.

If we decide that your child needs ongoing support, which is additional to or different from their peers, we will add your child to the school's SEND register (with your consent).

If appropriate, and with your permission, we will refer your child for external agency support which they will usually receive in school.

4. What will the school do if my child needs SEN support?

All our class teachers are aware of SEN and are mindful of potential barriers that our pupils may face. Teachers closely monitor children's progress and identify those who are not making the expected progress academically, socially and emotionally.

If a teacher notices that a pupil is having difficulties, they will identify the gaps in their learning or development and provide additional support or intervention. Pupils who do not have SEN 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 SENCo and will contact you to discuss the possibility that your child has SEND and to gain your views.

The SENCo will observe your child to see what their strengths and difficulties are. They will have discussions with the class teacher 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 that of their peers. The SENCo or class teacher will also speak to your child to get their input as well (if appropriate).

Based on all of this information, the SENCo will decide whether your child needs SEND support and what this support should look like. If your child does need SEND support, their name will be added to the school's SEND register (with your consent) and the SENCo will work with you and the class teacher to create a SEND support plan for them (either a My Support Plan or a Pupil Profile) which will be reviewed termly.

5. What will this support look like?

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 'one 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:

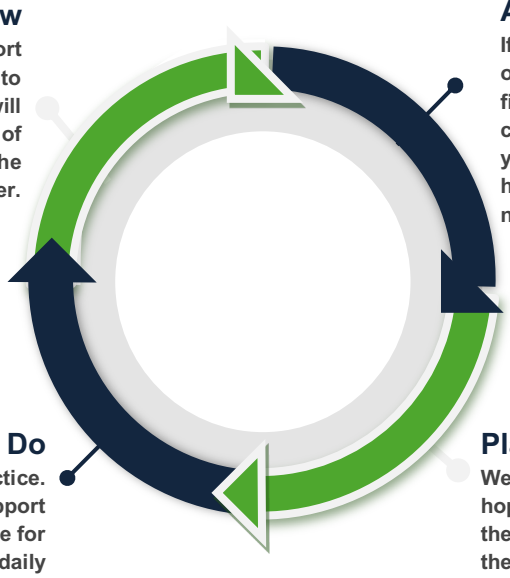
- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work and adapting the teaching style or content of the lesson.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud or using assistive technology.
- Adapting our resources.
- Using recommended aids such as laptops, coloured overlays, visual timetables, larger font, writing slopes, a quiet workstation or fidget tools.
- Learning Support Assistants may support pupils on a 1-to-1 basis or in small groups as advised by the class teacher/SENCo.
- If your child is due to sit national curriculum tests (SATs), appropriate access arrangements will be made to fully support your child during testing, such as having additional time.

Schools are deemed to have £6000 of national funding within their existing budgets to support a child at the SEN support level. Where a child requires additional support that goes beyond what we as a school can typically deliver from our own budget or staffing, then we will apply for an Education Health and Care Plan for them (EHCP). This is a legally binding document which outlines all of the child's special educational needs, provision to meet each of the needs and that provision has to be specific, detailed, and quantified. An EHCP will provide further funding for the school which will go towards additional support for the child. If the school makes a request for an EHCP, the local authority will do an assessment to decide whether a child needs it.

6. How will the school measure and review my child's progress?

We will follow a 'graduated approach' when meeting and assessing your child's special educational needs.

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



Review

We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for your input (and your child's if appropriate), as well as getting help from external professionals where necessary.

Do

We will put our plan into practice. The class teacher, with the support of the SENCo, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

Plan

We will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

This process will be continual, and your child's targets and provisions will be reviewed and refined regularly.

7. How will I be kept informed about my child's progress?

If your child is on the SEND register, their class teacher will have regular meetings with you to reflect on progress made towards their individual targets and to set new targets if appropriate. The type of support plan your child has will determine when their reviews take place:

- EHCP – annual review with the Assistant Headteacher/EHCP Champion in addition to parents' evenings as well as regular communication with staff at pick-up and drop-off.
- My Support Plan – termly review with the SENCo in addition to parents' evenings
- Pupil Passport – reviews at parents' evenings and a meeting with class teacher in summer term

These reviews are a great opportunity for you to share your thoughts on the support your child is receiving in school and the impact this is having on them outside of school. We believe that planning support for your child should be a collaborative process in which you feel involved and well-informed.

All parents will receive an annual report to explain whether their child is working within, above or below the expected level for their age in each area of learning.

If you have any concerns or queries between review meetings, you can speak to the class teacher at any time of the year. You can contact them via Dojo or by calling the main office and requesting a callback.

8. What support will be available for my child as they transition between classes or settings?

We are very aware that moving to a new class or school can be an anxiety-provoking time for all children and their families. All children will have the opportunity to meet their new class teacher and spend time in their new classroom before the end of the summer term. Some children may benefit from extra transition support, and this will be based on individual needs. For example, some children may benefit from spending extra time with their new teacher, having additional classroom visits and receiving supportive information (including photos) to take home for the summer holidays. Staff will have transition meetings with the next class teacher to ensure appropriate information is shared about each individual child and more detailed information about children with SEND. Any targets, assessments and other relevant information is passed on to the next teacher.

Where transition is to a new school, transition meetings will be put in place with the new school and information regarding the child's individual needs will be shared. Visits to the new school will be put in place where possible and appropriate. For transition to secondary school, the SENCo/EHCP champion will meet with the secondary school SENCo to discuss the child's individual needs and transitional arrangements will be made based on the level of need.

9. How will my child be supported with social and emotional needs?

Each class teacher teaches Personal, Social and Health Education (PSHE) in class each week so that children have time to consider, reflect and discuss a range of issues and topics so that they develop knowledge and skills to live happy and healthy lives.

We have a team of learning mentors and a school counsellor who can see individual children or work with groups of children to support them with their emotional needs. Their work can focus on specific issues or concerns or can be in place to develop friendship and communication skills.

We also have a team of Year 6 children who support children on the KS1 playground (Reception, Year 1 and Year 2), paying particular attention to children who may feel lonely.

When incidents or conflicts occur, staff use restorative conversations to help children reflect on their feelings, understand the impact of their actions on others, and explore solutions together. This approach encourages accountability, empathy, and improved social skills.

10. How will my child be supported with a physical disability?

At Manor Park we adhere to the requirements, as per the Equality Act 2010, to make reasonable adjustments for any child who has specific long or short-term health needs or a disability. This might include exploring recommendations about physical adaptations to the school or curriculum, providing access for pupils with disabilities, or obtaining assistive technology to support a pupil. Where appropriate, individual risk assessments are completed to ensure the safety and well-being of children with specific needs, identifying potential hazards and outlining strategies to reduce risk. Our Equality Policy and Equality Objectives demonstrate how we comply with the Public Sector Equality Duty.

11. What support is available for me and my family?

If you have questions about SEND or require additional support, 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 Coventry's SEND offer: https://www.coventryfamilies.co.uk/send-home

For impartial and accurate information and advice for parents and carers, contact our local special educational needs and disabilities information advice and support services (SENDIASS):

https://www.covsendiass.co.uk/

For more information on national charities which support families of children with SEND, follow the link below:

https://www.kids.org.uk/guides/send-organisations-in-england/

12. Glossary

- **Access arrangements** – Special arrangements to allow pupils with SENDD to access assessments or exams
- **CAMHS** – Child and Adolescent Mental Health Services
- **CCT –** Complex Communication Team
- **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.
- **EP** – Education Psychologist
- **EY** – Early Years
- **Graduated approach** – An approach to providing SEND 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 SEND in the local area
- **Outcome** – Target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

- **OT** – Occupational therapy
- **SALT** – Speech and language therapy
- **SEN** – Special educational needs
- **SEND** – Special educational needs and disabilities
- **SEND information report** – A report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – Special educational provision which meets the needs of pupils with SEND
- **Transition** – When a pupil moves between years, phases, schools or institutions or life stages