Special Educational Needs and Disabilities (SEND)

Information Report

Manor Park Primary School

Last reviewed: November 2026

Next review due: November 2027

This report explains how Manor Park identifies and supports children with special educational needs and disabilities. It should be read alongside our SEND Policy, available at www.manorpark.coventry.sch.uk.

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

Manor Park is an inclusive mainstream primary school. We support children across the four broad areas of need. Children may have needs in more than one area, and support is planned around the individual child rather than a diagnosis alone.

Communication and interaction	• Autism • Speech, language and communication needs • Selective mutism
Cognition and learning	• Specific learning difficulties, including dyslexia, dyscalculia, dysgraphia and dyspraxia • Moderate or severe learning difficulties • Working memory and processing needs
Social, emotional and mental health	• Attention and concentration needs, including ADHD • Attachment or trauma-related difficulties • Emotional regulation and wellbeing needs
Sensory and/or physical	• Hearing or visual impairment • Multi-sensory impairment • Physical disability • Gross and fine motor difficulties

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

SEND Leadership

Sophie Holloway is one of our SENCOs and leads the management of SEND across mainstream classes, supporting teachers with classroom adaptations and provision. She holds the National Award in Special Educational Needs Co-ordination. Jo Shepherd is an Assistant Headteacher and EHCP lead, coordinating and reviewing provision for pupils with Education, Health and Care Plans (EHCPs), and working with staff, families and professionals. She also holds the National Award in Special Educational Needs Co-ordination.

Class Teachers and Support Staff

Class teachers remain responsible and accountable for the progress of every pupil in their class, including those receiving additional support. They use assessment, explicit teaching, modelling, scaffolding, flexible grouping and reasonable adjustments as part of the Universal Offer. Where pupils need more help, teachers work with Learning Support Assistants (LSAs), Higher Level Teaching Assistants (HLTAs) and the SENCO to plan Enhanced or Targeted provision. Classroom teaching and interventions are closely linked.

Teachers receive regular in-house SEND training and ongoing guidance from the SEND team. Recent professional development has covered adaptive teaching, the use of technology to remove barriers to learning, working memory, early reading, trauma-informed practice and LEGO®-based therapeutic approaches. Further training from the Complex Communication Team, focusing on demand-avoidant presentations, is planned for the new year.

LSAs may deliver programmes such as precision teaching, phonics, spelling and maths support, and structured social communication activities. Staff supporting pupils with more complex needs receive relevant additional training and professional advice, including from the Complex Communication Team.

External Agencies

When appropriate, and in discussion with families, we seek advice from services including Early Years SEND, Speech and Language Therapy (SALT), the Social, Emotional, Mental Health and Learning Team, the Complex Communication Team, Educational Psychology, Occupational Therapy, sensory services, CAMHS and school nursing. Advice is translated into practical support and reviewed for impact.

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

Speak to your child's class teacher first, either through ClassDojo or by asking the school office for a call back. You may also contact the SENCO at senco@manorpark.coventry.sch.uk. We will listen to your concerns, discuss your child's strengths and difficulties, and consider information from home and school. We will agree next steps with you and seek your child's views where appropriate.

Not every child who needs extra help has SEND. We consider the nature and persistence of barriers, the child's progress from their starting point and how they respond to teaching adaptations. Where SEND support is required, we discuss this with parents and record provision in the school's SEND systems.

4. How does the school identify and respond to additional needs?

At Manor Park, we use a graduated pathway of Universal, Enhanced, Targeted and Specialist offers. These describe the level and type of provision a child may need; they are not labels or fixed stages that every pupil must pass through. Decisions are based on the child's needs, access to learning, independence and progress over time.

Universal Offer	• Inclusive, high-quality teaching for all pupils • Clear explanations, modelling and teaching of key vocabulary • Appropriate scaffolding, practice and revisiting prior learning • Classroom adaptations and reasonable adjustments • Regular checks of understanding and prompt support for misconceptions
Enhanced Offer	• Additional support where gaps emerge or progress is inconsistent • Adapted resources and increased opportunities for practice • Short, focused interventions, often delivered by LSAs • Additional reading and learning resources, where appropriate
Targeted Offer	• More frequent, personalised support for significant or persistent barriers • Individual or small-group interventions and further classroom adaptations • Learning mentor and SENCO involvement, where appropriate • Advice from external professionals when needed • Support planned and reviewed through Assess–Plan–Do–Review
Specialist Offer	• Highly individualised support for complex or enduring needs • Significant adaptations to teaching, resources or curriculum access • Additional adult support matched to assessed needs • Coordinated input from specialist professionals • Provision set out in an EHCP, where applicable

A child may need a different level of support in different areas. We review provision and may increase, change or reduce support as needs and progress change. A diagnosis or EHCP does not, by itself, determine every aspect of the support a child receives.

5. What will support look like in practice?

We aim to ensure that children can access a broad, balanced and ambitious curriculum. Teachers adapt teaching according to pupils' needs and provide appropriate challenge. Depending on the child, support may include:

- Breaking learning into manageable steps, modelling, pre-teaching and revisiting vocabulary or key knowledge.
- Visual timetables, now-and-next supports, adapted instructions, additional processing time and alternative ways to record work.
- Assistive technology or practical resources, such as laptops, larger print, writing slopes or appropriate sensory tools.
- Flexible grouping, targeted practice, small-group or individual intervention and structured opportunities to build independence.
- Support with communication, emotional regulation, relationships, routines and transitions, as needed.
- Specialist assessments, recommendations and personalised teaching approaches where barriers are complex or persistent.

We seek to build independence by reviewing and reducing scaffolding when appropriate. Where pupils are due to sit statutory assessments, access arrangements are considered in accordance with the relevant rules.

Education, Health and Care Plans

Where a child may require special educational provision beyond that ordinarily available, an Education, Health and Care needs assessment may be requested from the local authority. The local authority decides whether to assess and whether to issue an EHCP based on the evidence provided by the school and parents. An EHCP is a statutory plan specifying needs, outcomes and provision. Families can discuss this process with the SENCO. Specialist support is provided according to a pupil's individual needs and may be available to children with or without an EHCP. However, the level and extent of provision the school can offer will depend on the resources and funding available. Where a pupil requires support beyond what can reasonably be provided through the school's existing resources, an Education, Health and Care needs assessment will be requested to identify their needs and determine whether additional statutory provision is required.

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

We use the graduated approach of Assess–Plan–Do–Review. This means we assess each child's strengths, needs and barriers, agree outcomes and provision, put support into practice and review the difference it has made. The class teacher remains central to this process, supported by the SENCO and other professionals as appropriate.

Progress is considered against the child's individual starting points and agreed outcomes, as well as age-related expectations where appropriate. We consider attainment, engagement, independence and the ability to apply learning. We regularly review the effectiveness of interventions and make adjustments where necessary to ensure they continue to meet each child's needs and support their

progress. If progress improves and intensive support is no longer needed, provision may be stepped down. Where substantial barriers remain, further assessment or specialist support may be considered.

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

We work in partnership with parents and carers and seek pupils' views in ways they can access. Class teachers discuss progress at parents' evenings and through ongoing communication. Where a child has a SEND support plan, its targets and provision are reviewed with families according to their needs and the school's review arrangements. Pupils with EHCPs have a statutory annual review, alongside ongoing discussion about progress and provision. Families receive an annual school report and can contact the class teacher between formal meetings.

Parents and carers are involved when support is introduced, changed or reviewed, and their knowledge of the child helps shape our decisions.

8. What support is available during transitions?

Children have opportunities to meet new teachers and become familiar with their next classroom. Depending on need, we may arrange extra visits, photographs or visual information, transition meetings, social stories and personalised plans. Staff share relevant assessments, strategies and support arrangements. For transfers to another school, including secondary school, we work with the receiving setting and family to plan appropriate support.

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

Personal, Social, Health and Economic (PSHE) education supports pupils' wellbeing and relationships. Teachers provide a supportive classroom environment and respond to emotional and regulation needs. Learning mentors and school counselling support may be available for individual pupils or groups, including help with friendships, communication and wellbeing. Staff use restorative conversations where appropriate to help pupils understand incidents, repair relationships and learn strategies for the future. Where wellbeing creates a barrier to learning, this may form part of Targeted or Specialist provision.

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

In line with the Equality Act 2010, we make reasonable adjustments for disabled pupils. These may include adapting the environment, resources, curriculum access or equipment and using assistive technology. Where needed, we draw on advice from health and specialist services and complete individual risk assessments. Our Equality Policy and Equality Objectives explain our wider commitments.

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

Please contact the class teacher or SENCO if you have questions about SEND support. We can also signpost families to:

- Coventry Family Hub: https://www.coventryfamilies.co.uk/
- Coventry SEND Local Offer: https://www.coventryfamilies.co.uk/send-home

- Coventry SENDIASS (impartial information, advice and support): https://www.covsendiass.co.uk/
- National SEND organisations and charities: https://www.kids.org.uk/guides/send-organisations-in-england/

12. Glossary

SEND – Special educational needs and disabilities.

SENCO – Special Educational Needs Co-ordinator.

Universal Offer – Inclusive teaching and adaptations available to all pupils.

Enhanced Offer – Additional focused support beyond everyday classroom teaching.

Targeted Offer – More intensive, personalised support for persistent or significant barriers.

Specialist Offer – Highly individualised provision for complex or enduring needs.

Assess–Plan–Do–Review – A cycle for identifying needs, agreeing support, delivering it and checking its impact.

EHCP – Education, Health and Care Plan: a statutory plan setting out needs, outcomes and specified provision.

EHC needs assessment – A local authority assessment to decide whether an EHCP is needed.

LSA / HLTA – Learning Support Assistant / Higher Level Teaching Assistant.

SALT – Speech and Language Therapy.

EP – Educational Psychologist.

CCT – Complex Communication Team.

OT – Occupational Therapy.

CAMHS – Child and Adolescent Mental Health Services.

Intervention – Planned additional teaching or support with identified outcomes.

Reasonable adjustment – A change made to reduce disadvantage for a disabled pupil.

Local Offer – Local authority information about SEND services and support.

Publication note: Before approval, confirm current staff roles, training, intervention names, review arrangements and website links. The approval and review dates on the cover are placeholders.