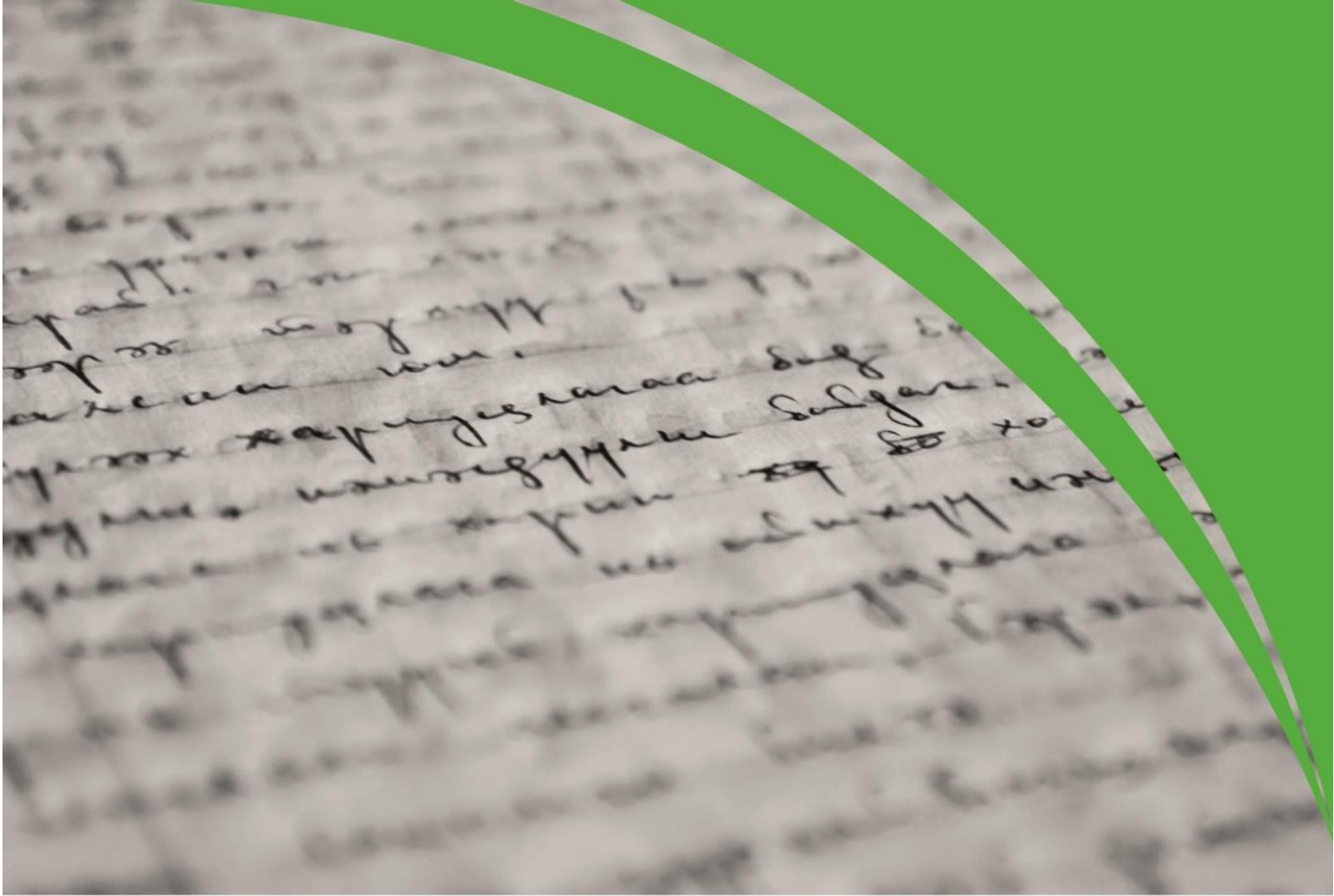




Special Education Needs (SEN) Information Report

Key Document Details

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Author: Tim James

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Owner: Lisa Bundhoo

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Approved by:

Dear Parents and Carers,

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.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website [Mountford Manor](#)

Note: If there are any terms we've used in this information report that you're 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?

At Mountford Manor Primary and Nursery School, we aim to provide an inclusive, broad and balanced curriculum for all children, including those with SEND (Special Educational Needs and/or Disability). We are a school where each child's individuality is valued and where our aim is to inspire all children to realise and value their potential. We have a range of systems in place for early identification of barriers to learning and participation, and set high expectations for all. Provision for children with special educational needs is a matter for the whole school. All teachers are teachers of children with special educational needs and teaching such children is, therefore, a whole school responsibility.

Within the school, we have a specialist resource base for children with complex needs. Although admissions are managed by the Local Authority, The Hive is an integral part of the school community.

Our school provides for pupils with the following needs, in a mainstream setting:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Physical impairment

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

The Inclusion Team is led by Lisa Bundhoo, SENCo. Working alongside the team is our Family Support Worker, Sarah Robinson, who is available on Mondays, Tuesdays, Thursdays and Fridays. Sarah provides valuable support to families and is always on hand to help with any concerns or queries they may have.

We also have two Learning Mentors, Miss Handy and Mrs Albuquerque, who work with pupils on an individual basis or in small groups. They provide targeted support to help children overcome barriers to learning and achieve their full potential.

Our special educational needs co-ordinator, or SENCO

Lisa Bundhoo is the SENCO at Mountford Manor Primary School and leads the school's Specialist Resource Base. She has been a qualified teacher since 2015 and has extensive experience teaching children from Reception to Year 4. Prior to qualifying as a teacher, Lisa worked as a Teaching Assistant, supporting a wide range of pupils with Special Educational Needs (SEN). She has been a SENCO for two years, including one year in a SENCO role at another primary school in Swindon before joining Mountford Manor. Lisa Bundhoo is a qualified SENCO who has successfully completed the National Professional Qualification for SENCOs (NPQ SENCO).

Lisa is committed to working closely with families and is always happy to meet with parents and carers to discuss any concerns, answer questions, and provide advice and support. You can contact Lisa Bundhoo and arrange meetings with her through the school office, 01793 536494 or email admin@mountfordmanor.swindon.sch.uk and she will get back to you within 2 working days.

Class teachers

All of our teachers deliver Quality First Teaching to all children in their class. In addition, they receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. It is the class teachers who hold the responsibility and accountability for the education of all the children in their class, supported by the SENCO. Through ongoing professional development and dedicated training days, all staff receive regular training from a range of external professionals to enhance their ability to support pupils with SEND. This training is informed by specialist services and professionals, including the SEMH Team, Educational Psychologists, Communication and Interaction Advisory Teacher and Speech and Language Therapists, among others.

Teaching assistants (TAs)

We have a strong team of 13 TAs within the mainstream school and 6 TAs within the Specialist Resource Base, who are trained to deliver SEN provision.

All of our teaching assistants are trained to deliver interventions such as those listed below:

Speech and Language	Wellcomm
Reading	Little Wandle Fluency Precision Teaching
Writing	Colourful Semantics Handwriting
Maths	Numicon
Motor Skills	Dough Gym Funky Fingers Pegs To Paper
Social and Emotional	ELSA Zones of Regulation Sensory Room Lego Therapy Therabuild Lunchtime club (R&R) Early Birds club (Monday morning nurture group)

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
- Advisory Teacher for Visual Impairment
- Advisory Teacher for Hearing Impairment
- SEMH Outreach
- Communication and Interaction Advisory Teacher
- School Nurse
- Diabetes Specialist Nurse
- GPs and paediatrician
- Swindon Be U and Child and Adolescent Mental Health Services (CAMHS)
- Physiotherapists
- Education Welfare Officers
- Social services and other LA-provided support services

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 teacher.

Your child's teacher will arrange to meet with you at a mutually convenient time, you can request a meeting in person or via the school office.

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

You can also contact the SENCO directly, via the school office. 01793 536494 or email admin@mountfordmanor.swindon.sch.uk

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.

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

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. Teachers are continually assessing and reviewing a child's learning and meet with the headteacher and SENCO to discuss any concerns on a termly basis.

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, the child may have an intervention or extra teaching to fill that gap. Pupils who don't 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 SEN.

The SENCO 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 SENCO 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 and with your permission, may complete a referral to these services, such as a speech and language therapist, an educational psychologist, or a paediatrician.

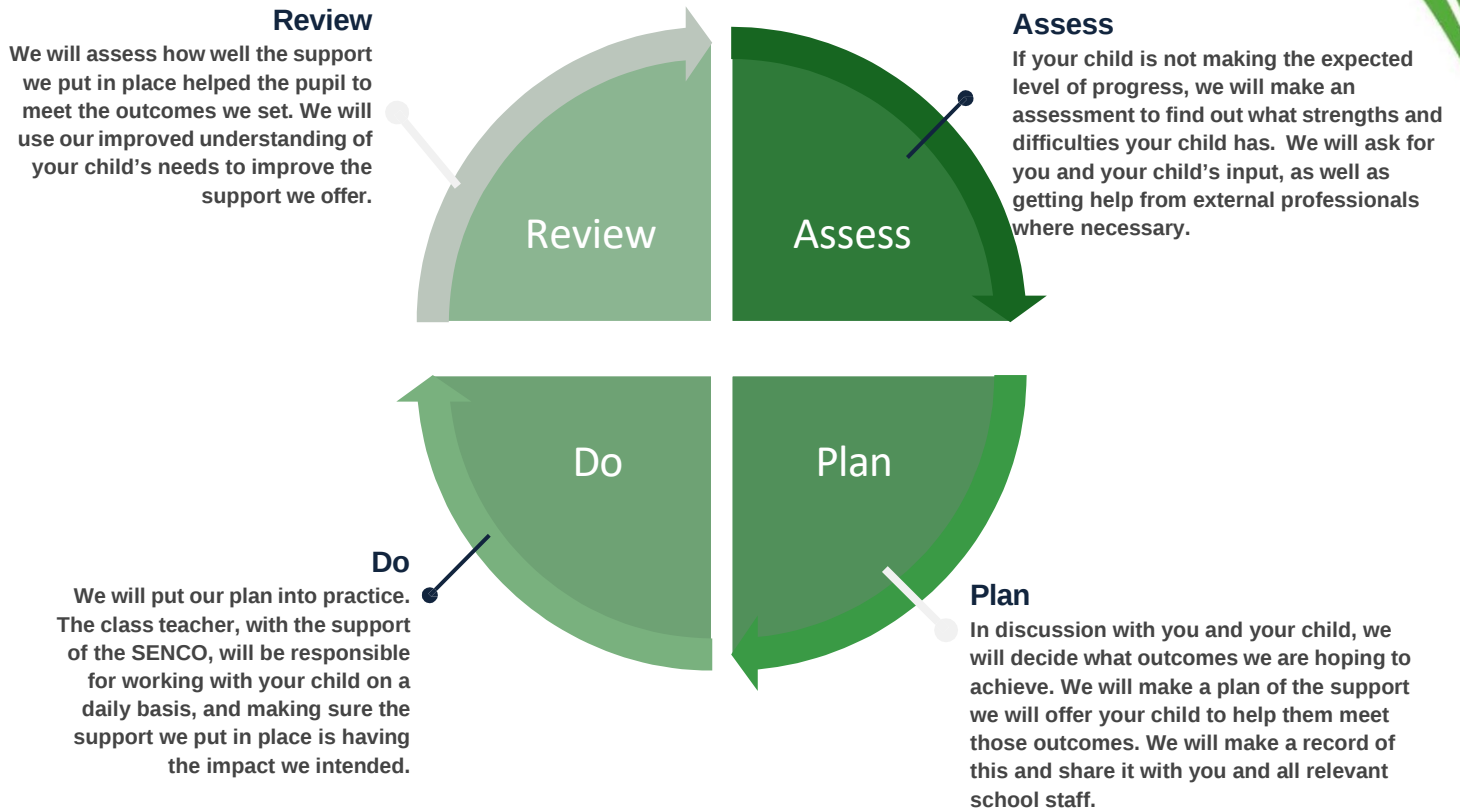
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

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

5. 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 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 SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

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

We will provide termly reports on your child's progress, with their annual report sent home in July with all information recorded for the whole academic year.

Your child's class teacher will meet you at Parents' evenings 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 SENCO 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 SEN 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 as soon as possible so these can be dealt with straight away. You can contact via the school office or on the playground in the morning.

7. 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 two 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

8. How will the school adapt its teaching for my child?

Your child's class 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 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:

- Adapting 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.
- Adapting 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, iPads, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will be used to support our most vulnerable pupils.

Teaching within the Unit is highly individualised and adapted to ensure pupils can access learning at their developmental level and work towards their EHCP outcomes.

The Unit provides a play-based curriculum, with learning activities carefully matched to each child's strengths, needs, interests and stage of development. EHCP outcomes are used to shape planning and determine individual targets, ensuring that learning is meaningful and relevant.

Teaching is adapted through:

- Small class sizes of up to 12 pupils, reducing sensory and social demands and allowing for individualised support.
- A high staff-to-pupil ratio of approximately 1:2, enabling frequent adult modelling, prompting, scaffolding and feedback.
- Learning delivered through a combination of 1:1, paired, small group and whole-class activities, depending on the child's needs and readiness.
- Short adult-led activities that are carefully planned around pupils' interests, engagement levels and attention spans.
- The use of visual timetables, now-and-next boards, objects of reference, symbols, gestures and visual prompts to support understanding.
- Adapted language, including short and clear instructions, repetition, processing time and regular checks for understanding.
- Practical, hands-on and interactive learning experiences that promote engagement and reduce reliance on verbal instruction.
- Opportunities for overlearning and repetition of skills across different contexts to support understanding and retention.
- Structured support for communication and interaction through modelling, social stories, role play and facilitated peer interactions.
- Sensory adaptations, including access to the sensory room, sensory equipment, movement breaks and quiet spaces to support regulation and readiness for learning.
- Flexible timetabling that allows pupils to take breaks, regulate and return to learning when ready.
- Consistent routines and predictable structures to reduce anxiety and support successful transitions throughout the day.
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We may also provide the following interventions and resources:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Sensory toys/ sensory room Calm boxes ELSA
	Speech and language difficulties	Speech and language therapy Welcomm
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Coloured overlays, reading rulers and books Practical and visual resources including manipulatives
	Moderate learning difficulties	Numicon Spelling mats and sentence stems
Social, emotional and mental health	ADHD, ADD	Quiet workstation Fidget toys
	Adverse childhood experiences and/or mental health issues	Calm boxes R&R Nurture groups ELSA Zones of Regulation Sensory Room
Sensory and/or physical	Hearing impairment	Visual warning signs and symbols as needed Signalong / BSL / Makaton
	Visual impairment	Minimum font size of 14 Contrasting colours on every sheet/ learning task Consideration to learning environment – space, furniture and displays
	Physical impairment	Consideration to learning environment – space, furniture and displays Risk assess all areas for safe movement of child

These interventions are part of our contribution to Swindon Borough Council's local offer: [SEND Local Offer | Swindon Borough Council](#)

You can also find our most recent **accessibility plan** on the school website: [Mountford Manor](#)

9. 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 and outcomes each term
- Reviewing the impact of interventions every 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. 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, included in delegated funding. If funding is needed beyond this, we will seek high-needs funding from our local authority.

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

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 any residential trips.

All pupils are encouraged to take part in any of our wider school activities and events such as sports week, productions, trips and visitors to school. Where a child cannot access these for medical or behavioural reasons, we will endeavour to put in reasonable adjustments to ensure they have the best possible chance of taking part as much as they can, in consultation with their parent or carer.

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.

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

- Children with an EHCP go through the Swindon Borough Council system for consultation. These plans are then read by the SENCO, who will then arrange to meet the child, their current school and discuss their needs with the parents before responding to the consultation. These places are considered before any others on a waiting list.
- Children with SEN needs without an EHCP are treated fairly and equitably with any other child without SEN needs. Upon application, if there is no waiting list then the family are invited into school for a tour of the school and a brief meeting with the headteacher, at this point if there are any additional needs then these can be discussed and any reasonable adjustments that need to be implemented can be agreed.
- If there is a waiting list for spaces then the admissions policy applies, there is no discrimination towards disability.

13. How does the school support pupils with disabilities?

- The school's accessibility plan can be found on the school's website: [Mountford Manor](#)
- We provide and make reasonable adjustments to ensure all children can access a broad and balanced curriculum, where needed, the curriculum is adjusted to meet these needs so that all children can take part in all lessons to the best of their ability.

14. How will the school support my child's mental health and emotional and social development?

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

- Pupils with SEN are encouraged to be part of the school council and pupil leadership team
- We have a wellbeing council to promote the 5 ways to wellbeing that work with the whole school to raise awareness and support any vulnerable children.
- We provide extra pastoral support for listening to the views of pupils with SEN by including them in pupil voice
- We use ELSA and Jigsaw to educate and celebrate our diversity and inclusion. We have a lunchtime club for children who need extra support with social or emotional development at these vulnerable times of the school day.
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by raising awareness of our school values and kindness. We mark all 'awareness days' and openly talk about and celebrate our diversity.

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

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
- There is a 'swap day' in July where the children spend the morning with their new teacher in preparation for the next year. This helps them to become familiar with the teacher, TA and the new classroom environment.
- For children who are particularly vulnerable, who may have an EHCP, they will have additional transition sessions and work with their new Teacher and TA in the Summer Term.

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.

Between phases

The SENCO of the secondary school will come into our school for a meeting with our SENCO. 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
- Plugging any gaps in knowledge
- Have additional induction/ transition visits to their new school with a familiar adult as appropriate

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

Our SENCO, Mrs Bundhoo, is also our designated teacher for looked after children, she will 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.

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

The school's complaints procedure is on the school's website and can be found here: [Policies & Procedures | Mountford Manor](#)

Complaints about SEN provision in our school should be made to the headteacher in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit:

<https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

[Disagreement resolution, mediation and tribunal | Swindon Borough Council](#)

18. 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 Swindon Borough Council's local offer, they publish information about the local offer on their website:

[SEND Local Offer | Swindon Borough Council](#)

Our local special educational needs and disabilities information advice and support services (SIAS) are:

[SIAS - Swindon SEND information, advice and support service | Swindon Borough Council](#)

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

- swindonsendfamiliesvoice.org.uk

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

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. 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
- **Adapt** – 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
- **SENCO** – the special educational needs 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