



Manor Hill First School

SEND Information Report

October 2020

General Statement

At Manor Hill First School, we will provide a fully inclusive mainstream primary provision.

At Manor Hill First School we promote inclusive education for all our pupils. We believe that Quality First Teaching (QFT) will address the needs of the majority of pupils in our school. The class teacher will provide high quality teaching, differentiated resources and in-class intervention. We fully acknowledge that pupils with specific needs should be given equal opportunity to access a broad and balanced curriculum. If required, we will make reasonable adjustments to meet the physical, emotional and intellectual needs of our pupils. We listen to the voice and views of all parents, carers and pupils to ensure that learning is progressive and skills are developed and embedded for the future.

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| <p><i>What are Special Educational Needs?</i></p> | <ul style="list-style-type: none"> □ Pupils have a learning difficulty or disability. <i>They have significantly greater difficulty in learning than the majority of others of the same age.</i> □ A child needs special educational provision to be made for him or her. |
| <p><i>What is Special Educational Provision?</i></p> | <ul style="list-style-type: none"> • Provision that is additional to, or different from, that made for others of the same age in a mainstream setting in England. • Health care provision or social care provision, which educates or trains a child or young person is to be treated as special educational provision. <i>Code of Practice 2014</i> |
| <p><i>How does our school know if children need extra help?</i></p> | <ul style="list-style-type: none"> • Children's learning is monitored on a day-to-day basis and progress is rigorously tracked. • Staff are available to listen to parental concerns regarding individual needs. • We liaise closely with previous settings and external agencies. • We offer a range of assessments to identify individual needs. • Pupils may voice a need themselves which we will discuss with you. |

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| <i>What should I do if I think my child may have special educational needs?</i> | <ul style="list-style-type: none">• Talk to your child's teacher.• Make an appointment to speak to the SENDCO (Mrs Harris) |
| <i>How will I know how the school supports my child?</i> | <ul style="list-style-type: none">• Every child will have access to high quality teaching which is matched to the diverse needs of all children.• The quality of teaching is monitored in a number of ways:<ol style="list-style-type: none">1. Classroom observation by the Senior Leadership Team (SLT), the SENDCo and external verifiers2. Scrutiny of planning.3. Work sampling4. Whole school pupil progress tracking5. Ongoing assessment of progress made by pupil in specific intervention groups6. Pupil Progress Meetings with the Senior Leadership Team (SLT)7. Teacher meetings with the SENDCo8. Pupil and parent feedback when reviewing progress and attainment9. Individual Learning Plans (Pupil Passports)• Pupils with a disability will be provided with "reasonable adjustments" in order to increase their access to the taught curriculum. |

All pupils have individual targets which are discussed with parents at Parents Evenings.

- Regular meetings take place between the class teacher and a member of the Senior Leadership Team to ensure all children are making sufficient progress.
- Appropriate interventions will be implemented to address the needs of pupils not making enough progress.
- Outcomes of interventions will then be reviewed.
- Parents will be informed that the school considers their child may require SEN support if not enough progress is made. Partnership from parents will be sought in order to improve outcomes for the child.
- If "additional to and different from" support is required, the views of the parents, pupil and staff will be obtained. Appropriate interventions will be identified, recorded and implemented by the class/subject teacher with advice from the SENDCo.
- SEN support will be recorded on an Individual Learning Plan which will identify desired outcomes and the steps needed to reach these.
- Progress towards these outcomes will be tracked and reviewed Half Termly with the parents and the pupil.

- If progress is inadequate, with parental permission, advice will be sought from the following appropriate external agencies:

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1. V.I.P Education (Attendance and Educational Welfare)
2. Autism Outreach Team
3. Hearing Impairment team
4. Visual Impairment team
5. Summit Psychology Services
6. Primary District Inclusion Partnership (Primary DIP)
7. Social Services
8. School Nurse
9. CAMHS (Child & Adolescent Mental Health Service)
10. For children with severe and complex needs, a request will be made to the local authority to conduct an assessment of Education, Health and Care needs. This may result in an Education, Health and Care (EHC) plan being provided.

How does the school promote inclusion?

- we work in partnership with all stakeholders to ensure our pupils are given equal opportunity across the curriculum;
- all pupils with SEND discuss their learning preferences which are shared with their subject teachers and other members of staff;
- pupils with an Autistic Spectrum Disorder (ASD) diagnosis are supported by the Autism Outreach team, teaching and support staff;

Additional Aids/Reasonable Adjustments

- specialist equipment to suit the specific needs of the pupil
- differentiated access to the curriculum

What are the different types of support available for my child?

Universal Provision - high quality teaching for all

For you child this would mean:

- the class teacher has high expectations of all his/her pupils in their care;
- teaching is built on what your child already knows, what your child can do and how they can improve;
- appropriate and effective strategies will be deployed by the class teacher to address specific needs of the pupil in order that learning is challenged and maximised;
- the class teacher will monitor your child's progress and identify if there are any gaps in their understanding and learning. This information will be shared with the SEND team who will offer further support to ensure progress is made in line with their peers;
- parents and guardians will be informed every step of the way and information from any assessment will be shared and discussed.

Tailored Learning - specialist provision

For your child this would mean:

- intervention carried out within the classroom environment;
- small group work supported by a TA directed by the class teacher and/or the SENDCo;
- 1:1 support for specific literacy or numeracy deficits;
- 1:1 or group support for social, emotional wellbeing.

Specialist Groups (outside agencies)

This means a pupil has been identified by the SENDCo /class teacher as needing some extra specialist support from a professional outside the school. This may be from Local Authority's central services, such as the ASD Outreach team, Behaviour Support team or Sensory Service (for students with a hearing or visual need) or the Education Psychology Service (EPS).

What could happen?

You may be asked to give your permission for the school to refer your child to a specialist professional. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school. The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

How will the curriculum be matched to my child's needs?

- Class work is differentiated in small groups and individually, when required, based on agreed 'Universal Quality First Teaching'.
- Use of specialist resources/equipment.
- Use of ICT resources.
- Differentiating and targeting outcomes for children.
- In the Early Years Foundation Stage all pupils have an allocated Key Worker, they use an age and stage based approach to match pupils' learning needs;
- In Key Stage 1 and 2; transition to the National Curriculum is matched to the readiness of each pupil; effective tracking and interventions are in place to support progress and identify next steps moving towards Age Related Expectations
- All pupils have access to dyslexia friendly resources;
- Reasonable adjustments are made so that pupils with a physical disability fully participate in the learning environment where resources and equipment are adapted to suit need;
- Teaching assistants are deployed across the curriculum to support all pupils with or without SEND.

How will I know how my child is doing?

Outcomes will be shared with parents through:

- We monitor and review the support we give your child every 3 weeks;
- We adjust or change your child's intervention as required;
- Your child is helped to set and review personal learning goals;
- Pupils that receive specific intervention for numeracy and/or literacy, work in line with class based work and intervention directly impacts of progress with this;
- Parents Evenings
- SEND parent meeting
- Annual report.
- Half termly Pupil Passport Updates

How will you help me to support my child's learning?

- The class teacher or SENDCo may suggest ways of supporting your child's learning.
- Early reading/writing/maths workshops.
- Signposting to relevant events/ agencies.
- Conversations requested by parents/carers.

What support will there be for my child's overall well-being?

- A broad curriculum, which involves learning about emotional well-being.
- Small group support to encourage sharing, turn taking and other social skills.
- We encourage children to have a healthy lifestyle..
- Tolerance of diversity is promoted in schools.
- class teachers have the responsibility for the day to day pastoral support for every pupil in their class;
- All teachers and teaching assistants ensure pupils are listened to and will address any issues which could affect your child's well-being;
- if needed, we will contact outside agencies for further support for both parents and pupils;
- we take any suggestion of bullying very seriously and act in strict accordance with the school's anti-bullying policy.

*Pupils with
medical needs*

- A detailed care plan will be compiled by the school in partnership with parents and the pupil. If necessary, a health professional will be invited
- All medicine administration procedures adhere to the LA policy and DfE guidelines included within **Supporting pupils at school with medical conditions (DfE) 2014**.
- Administering medication is undertaken solely by the office staff and the Principal.

What training do the staff supporting children and young people with SEND undertake?

- Training for staff relates to the needs of the school and pupils and is carried out either in school or from specialist providers which includes:
- Setting effective targets.
- How to support pupils with a diagnosis of dyslexia.
- How to support pupils on the autistic spectrum.
- How to support pupils with behavioural difficulties.
- How to support pupils with speech, language and communication difficulties.
- Attendance at termly SENDCo Network Meetings (Creative Learning Partnership)
- Support staff have a range of experience and specialism in ASD, dyslexia, interventions in literacy, numeracy and phonics.

How will my child be included in activities outside the classroom including school trips?

- Procedures are put in place to enable all pupils to participate.
- Care Plans adapted, where necessary.
- A risk assessment is produced highlighting any risks.
- Parents of children with medical conditions may be asked to accompany their child.

How accessible is the school environment?

- Our Accessibility Plan that describes the actions the school has taken to increase access to the environment, the curriculum, printed information is available via the school website.
- Our school is over two levels joined by staircases
- Disabled toilets- there is one accessibility toilet, which is on the ground floor next to the nursery and reception classes.
- A staffed medical room is available for pupils with on-going medical needs which require monitoring
- A designated disabled parking space is located near the entrance of the school.

How will the school prepare and support my child when joining or transferring to a new school?

On entry:

- to prepare for transition to school, we offer a comprehensive induction programme; in the summer term, prior to your child starting school in September, we invite you to meet class teachers to discuss your child's individual needs and requirements;
- Additional visits are arranged where it is deemed necessary.
- Close liaison takes place with feeder Nurseries.
- Transitions plans are put in place for children with known 'additional needs'.
- Records are requested for pupils transferring from other schools and a meeting arranged with parents.

How will the school prepare and support my child when joining or transferring to a new school?

Transition to another school:

- the SENDCo ensures that all information is passed to receiving schools when a pupil leaves;
- Opportunities for Y4 pupils to meet with staff at the middle school are arranged as part of the transition arrangements.
- Accompanied visits to other providers may be arranged as appropriate.
- Care planning meetings with pupil, parents and staff are arranged, as necessary, for pupils with medical needs.
- For pupils transferring to local schools, the SENDCos or appropriate staff member of both schools may meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The records of pupils who leave the school mid phase will be transferred within five working days of the parents notifying their child has been enrolled at another school and this has been confirmed by the receiving school.

How are the school's resources allocated and matched to children's special educational needs?

- School will make every effort to supply any equipment a child may need in school. *Eg. pencil grips, sit fit cushions, sloping writing boards etc.*

Needs will be addressed through:

- In-class support from teachers and teaching assistants.
- Small group support from teachers and teaching assistants.
- Specialist support from teachers.
- Provision of specialist resources.
- CPD relating to SEND for staff.

How is the decision made about how much support my

- For pupils with SEND but without an Education Health and Care plan, the decision regarding the support required will be taken at joint meetings with the SENDCo, class teacher, parent and Head teacher, as appropriate.

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| <p><i>child will receive?</i></p> | <ul style="list-style-type: none"> • For pupils with an Education, Health or Care plan, this decision will be reached when the plan is being produced or annual review. |
| <p><i>How will I be involved in discussions about and planning for my child's education?</i></p> | <ul style="list-style-type: none"> • Your views will be gained during parent meetings • If you have concerns about your child's learning, talk to the class teacher or SENDCo who will listen to your views and decide alongside you the best ways to support you child. |
| <p><i>Who can I contact for further information or if I have any concerns?</i></p> | <ul style="list-style-type: none"> • Mrs L. Harris, SENDCO, office@manorhill.staffs.sch.uk 01785 812418 • Mrs J. Roden, Headteacher, office@manorhill.staffs.sch.uk 01785 812418 • SEND Governor, office@manorhill.staffs.sch.uk |

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| <p>What is the local offer?</p> | <p>What is the Local Offer?</p> <p>The Government set out reforms for special educational needs and disabilities (SEND) to come into force through legislation in 2014. The Children and Families Bill (2014) aims to improve services for children with SEND.</p> <p>http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted/data.htm</p> <p>As part of the changes, Local Authorities are required to provide information of the services available for children and young people. The purpose of the Local Offer is to enable parents and young people to see more clearly what services are available.</p> <p>https://www.staffordshire.gov.uk/education/Access-to-learning/Local-Offer-SEND-Pathway.aspx</p> |
| <p>What do Outside Agencies do and how do they help?</p> | <p>Sometimes your child may need support from professionals outside of the school.</p> <ul style="list-style-type: none">• we liaise with outside agencies who will impart specific strategies for your child to ensure the most appropriate support is given for their individual need; |

What happens if the school has to close due to Covid-19?

- In the unfortunate event that the school has to close again or your child's class has to isolate as a result of Covid 19, pupils with an EHCP will resume their learning online through Google Classroom.
- All pupils who are on the SEND register will receive additional support.
- Where appropriate they will receive daily calls from a member of the support team.
- Support workers (after consultation with teacher) will provide the pupil with appropriate work and provide appropriate equipment where necessary.
- The support worker, class teacher and SENDCO will be available via email to support and advise with home learning.
- As appropriate the SENDCO will co-ordinate with any outside agencies.

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| <i>Support services for parents of pupils with SEN include:</i> | Special Educational Needs Support Service | Enquiries senss@entrust-ed.co.uk 0300 111 8030 |
| | Educational Psychologist | eps.queries@staffordshire.gov.uk 0300 111 8007 |
| | Education Psychology and Specialist Support Service (ASSIST, Autism, Hearing Impairment and Vision Impairment) | sss.service@staffordshire.gov.uk 01785 356830 |
| | Autism Outreach Team | https://www.autism.org.uk/directory/s/staffordshire-autism-outreach-team julie.birchall@staffordshire.gov.uk 01785 356830 |
| | Staffordshire & Stoke on Trent Speech and Language Therapy Service | https://www.staffordshireandstokeontrent.nhs.uk/Services/speech-and-language-therapy.htm 0300 1240109 ext 3058 |
| | Child and Adolescent Mental Health Services (CAMHS) | http://www.sssft.nhs.uk/camhs-home 01785 221 665 - Stafford Borough and South Staffs District (CAMHS West) |
| | Young Minds North Staffs | http://nsmind.org.uk/support-for-young-people/younger-mind/ 01785 283440 |