



# SEND Information Report

Name	SEND Information Report
Date:	September 2023
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Exceptionality

Collaboration

Integrity

Respect

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# SEND Information Report

## Aims

Our Special Educational Need and Disability (SEND) Information Report is designed to provide information to parents and carers about how we will support and make provision for pupils with special educational needs (SEND).

If you want to know more about our arrangements for SEND, read our SEND policy, which can be found on our website.

This can be read in conjunction with Wolverhampton's Local Offer which can be accessed here:

★ [Wolverhampton Local Offer | Wolverhampton Information Network](#)

## Areas of Special Educational Needs and Disability

Children's Special Educational Needs and Disability are identified within one of these four broad areas of needs:

- **Communication and Interaction**

Children and young people with speech, language and communication needs have difficulty communicating with others. This may be because they may have difficulty in saying what they want to; understand what is being said to them or do not use social rules of communication. Children and young people with Autism Spectrum Condition, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which impact on how they relate to others.

- **Cognition and Learning**

★ Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs. Specific Learning Difficulties, affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- **Sensory and/or Physical Needs**

Some children and young people require 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), physical disability (PD) or a multisensory impairment will require specialist support and/or equipment to access their learning.

- **Social, Emotional and Mental Health Difficulties**

Children and young people 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 and disturbing behaviours. Pupils may have mental health difficulties such as anxiety, depression or an eating disorder or have suffered adverse childhood experiences. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

What types of SEN does Manor Primary School provide for?

Our school provides for pupils with the following needs:

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
	Multi-sensory impairment
	Physical impairment

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

Our **Special Educational Needs and Disability Co-Coordinator** (SENDCO) is Mrs Julie Mills. Mrs Mills holds the National SENDCO Award Qualification.

Our Special Educational Needs and Disability team is made up of Mrs Alex Yates, Miss Nieve Patterson and Mrs Lousie Parker, all of whom are currently completing their National SENDCO Award Qualification.

### Class teachers and Teaching Assistants

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

Wolverhampton Outreach service support staff development and have provide training on Autistic Spectrum Condition, ADHD, Sensory Circuits and Sensory snacks, Cool Kids and Cool Characters and Augmentative/alternative Communication.

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The staff are also supported by training provided by our School Based Educational Psychologist

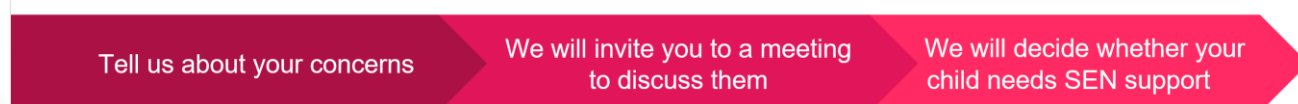
### External agencies and experts

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
- ✚ GPs or paediatricians
- ★ ✚ School nurses
- ✚ Child and adolescent mental health services (CAMHS)
- ✚ Education welfare officers
- ✚ Social services and other LA-provided support services
- ✚ Voluntary sector organisations

### What should I do if I think my child has SEN?

If you are concerned about your child attainment or progress, please contact your child's class teacher in the first instance. They will be able to meet with you to advise the best way to move forward, this could include a meeting with the schools SENDCo to identify key professionals who could support.



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

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

You can also contact the SENDCO directly.

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.

## 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.

If the teacher notices that a pupil isn't making as much progress as their peers, they will try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil intervention to try to fill it. 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 SENDCO, and will contact you to discuss the possibility that your child has SEN.

- ★ The SENDCO will observe the pupil in the classroom and in the playground to see what their strengths and areas of need 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 SENDCO 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 such as a speech and language therapist, an educational psychologist, or a paediatrician.

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

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

## ★ 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**.

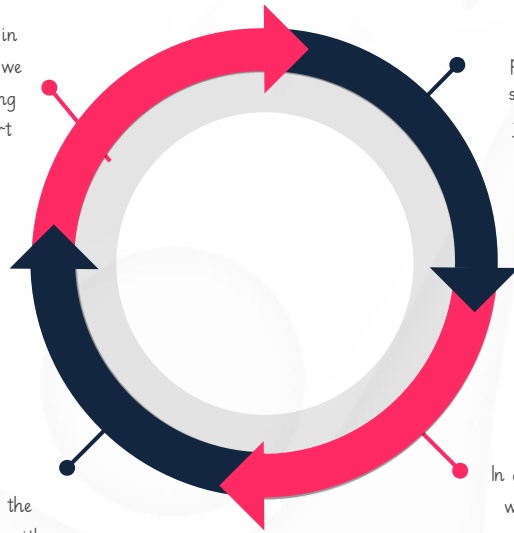


### Review

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 you and your child's input, 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 SENDCO, 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

In discussion with you and your child, 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.

As a 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.

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

We will provide annual reports on your child's progress. Your child's class/form teacher will meet you 3 times a year, 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 SENDCO 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.

### **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

### **How will the school adapt its teaching for my child?**

★ Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality first wave 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 or differentiate how we teach to suit the way the pupil works best. There is no 'I 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 and differentiating 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 and differentiating 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, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis
- Teaching assistants will support pupils in small groups

We may also provide a range of reasonable adjustments which could include:

Cognition and Learning	
Universal	Targeted
Adapted or differentiated curriculum planning and learning opportunities. Writing frames to support written outcomes. Multisensory learning approach (visual, auditory and kinaesthetic learning) Key vocabulary displayed/available Visual timetables and checklists Classroom positioning (front to avoid distraction or back to avoid need to look around or close to peer role models) Allow use of ear defenders to reduce distractions Provide reminders regarding work completion or organisation Provide with sloping board	Access to ICT to help reduce barriers to learning Alternatives to written recording when writing is not the primary objective Pre-teach vocabulary and key concepts Precision teaching Teaching memory strategies Provide prompter Access arrangements and extra time for exams/testing /classroom assessments Providing specialist computer programmes

Communication and Interaction	
Universal	Targeted
Modelled speech/language by all adults across all curriculum areas Simplified language Use of word maps Visual prompting and cues – timetable, instructions, demarcating areas Visual Timetables Provision of a quiet workstation Multisensory approach to learning	Pre-tutoring of key vocabulary Attention and listening activities Actively teach social skills Use of specialist software e.g. immersive reader Structured play opportunities at lunch / break times Social stories/comic strip conversations TEACCH approach

Social, Emotional. Mental Health	
Universal	Targeted
Allow regular movement breaks. Now and Next Positive language to re-direct, reinforce expectations e.g. use of others as role models Environmental adaptation e.g. social seating and proximity to teacher Preferential seating and position of teacher Provide with fidget toy, stress ball, wobble cushion, weighted blanket etc. Movement breaks to support sensory regulation Clear systems and predictable routines and prior warning given Develop relationship with those with responsibility for discipline	Pre-tutoring of key vocabulary Pace and pitch altered to support learning needs Overt expectations made explicit Attention and listening activities Actively teach social skills Directly teach non-verbal cues Use of specialist software e.g. immersive reader Structured play opportunities at lunch / break times Social stories/comic strip conversations TEACCH approach

Safe and calm space in the classroom and in other areas of the school Mindfulness	
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Physical and Sensory	
Universal	Targeted
Modified resources e.g. simplified text/language, large print Systems in place to support individuals with mobility needs for fire alarms e.g. Risk Assessments, PEEPs (Personal Emergency Evacuation Plans) Low vision aids and specialist equipment e.g. hand held magnifiers, sloping board, specialist scissors Access to visual clues Pencil grip Movement/sensory breaks Adaptations to the physical environment of the school e.g. ramps, hand rails, etc. Flexible teaching arrangements	Adjustments included in the Fine Motor Activity Pack and Cross Motor Activity Pack Sensory stories Sensory circuits, fiddle toys Provision of tactile and kinaesthetic materials Access in all areas of the curriculum through specialist aids, equipment or furniture Planned strategies to combat fatigue (i.e. rest breaks) Access to alternative or augmented forms of communication, including British Sign Language Touch typing instead of writing (handwriting/fine motor skills difficulties) Allow dictation Relax uniform requirements Provide sensory diet Participation in Cool Kids/Cool Characters and/or other programmes.

### 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 each term
- Reviewing the impact of interventions after 6-8 weeks
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

### 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. If funding is needed beyond this, we will seek it from our local authority.

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

Manor Primary School is a fully inclusive school. 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 our residential visits in year 4 and 6

All pupils are encouraged to take part in all curricular and extra curricular learning e.g. sports days, workshops, clubs

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.

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

In line with our school admissions policy, we welcome children from all backgrounds and abilities. The only restrictions we place on entry is number. If the number of children applying exceeds the places available, we enforce our admissions criteria which is set out in our policy, which determines whether a child is accepted or not. It is our wish to allow parents the right to have the place at the school of their choice. However, this is not always possible, due to the excess demand on the school places available.

### How does the school support pupils with disabilities?

- ★ We welcome children from all backgrounds and abilities and aim to treat all children fairly and with respect. This involves providing access and opportunities for all children without discrimination of any kind. Everyone at Manor Primary School are aware of the needs of disabled staff, parents and visitors and we are committed to ensuring children with disabilities are not treated less favourably than their peers.

We will:

- Reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for children and prospective children with a disability.
- Provide a caring and friendly environment.
- Provide resources to cater for the needs of the individual children
- Promote an understanding of disabilities throughout the school and an awareness of the needs of children with a disability.

We will ensure that all children are offered a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual children and their preferred learning styles and endorse the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum. We will set suitable learning challenges, respond to children's diverse learning needs and overcome potential barriers to learning and assessment for individuals and groups of students

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

Manor Primary School, we aim to promote positive mental health and wellbeing for our whole school community as we recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health.

- ★ The World Health Organisation's definition of mental health and wellbeing is:  
*"a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community"*.

The Department for Education (DfE) recognises that: *"to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy"*. Therefore, our role in school is to ensure that children are able to manage times of change and stress, and to support children to reach their potential and access help when they need it. We also aim to ensure that children understand what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health and where they can go if they need help and support.

Our aim is to build resilience to mental health needs in a school environment where all children are valued, feel safe and have a sense of belonging. They feel they are able to talk openly and express a range of emotions appropriately, maintain positive relationships with others, develop strategies to cope and manage stresses of everyday life and positively promote and value mental health

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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 Pupil Leadership Team
- Pupils with SEN are also encouraged to be part of our extra-curricular clubs to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN
- We run a nurture club for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying.

What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

### When moving to a new school year

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 final meeting of the year when the pupil's SEN is discussed
- A transition plan will be created, this will include a transition book to be taken home, additional visits to new classroom to meet the teacher, visits to new areas of the school and a video that can be accessed at home

### When moving 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.

The SENDCO of the secondary school will come into our school for a meeting with our SENDCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Learning how to get organised independently
- Plugging any gaps in knowledge

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

Mrs Mills (Headteacher) will work with our SEND team and staff, to 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.

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

Complaints about SEN provision in our school should be made to the class teacher in the first instance to see if they can work with you before it is escalated to the SENDCO or other Senior Leaders. 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.

### 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 the Wolverhampton local offer. Wolverhampton publishes information about the local offer on their website:

[Wolverhampton Local Offer | Wolverhampton Information Network](#)






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

Wolverhampton Information advice and support service – [Home | Wolverhampton Information, Advice & Support Service \(wolvesiass.org\)](#)

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

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

### 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
-  **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.
- + **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
- + **SENDCO** – 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



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