

## SEND Information Report

*Review 2022-23 policy*

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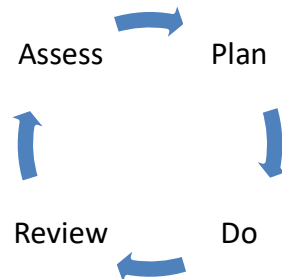
Local Offer Contribution: <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

### Whole School Approach:

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At the start of the autumn term, we conduct a whole school provision review with stakeholders. Having consulted with children and parents, all our additional provision is based on an agreed outcomes approach.

Underpinning ALL our provision in school is the **graduate approach** cycle of:



All teachers are responsible for every child in their care; including those with special educational needs.

### Assess:

In addition to current assessment procedures in school for all, children with SEND will be assessed to their area of need using assessments such as:

- Boxall profile
- Strength and Difficulties assessment
- Small steps tracker
- Diagnostic Reading Assessment
- Single Word and Reading assessment
- British Picture Vocabulary Scale
- Sensory Stress assessment
- Nuffield Early Language Intervention assessment and screener
- 2Eskimo Reading assessment

These are carried out by experienced members of staff within the school.

External assessments, from outside agencies such as educational psychologist and speech and language therapists, may be conducted where additional information and support is required.

**Plan:**

Under the direction and support of the SENDCo, the class teacher will plan the outcomes and provision based on this assessment information.

**Do:**

This provision will be delivered on a 1:1 basis or a small group based on the needs of the child. This support will come from the class teacher, learning support assistants and any other adult who is working under the direction of the class teacher or SENDCo.

**Review:**

The SENDCo and the class teacher will track the progress towards the agreed outcomes and will review this at regular points with parents and children.

This may be in the form of:

- Parents' SEND meetings
- Parents' evening meetings with the class teacher
- Email/Class Dojo correspondence
- Informal conversation with the class teacher/SENDCo

These are held face to face where possible or over the phone if more convenient for the parents/carers.

**SEND Needs:**

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Children and young people's SEND are generally thought of in the following four broad areas of need. At Manorfield, we use the following resources and provision to support:

1. Communication and interaction

- Colourful Semantics
- Black Sheep resources
- NELI – Nuffield Early Language Intervention
- Assisted technology
- Makaton and PECs

2. Cognition and learning

- Precision Teaching
- Number Stacks
- 1:1 and small group tutoring

- Read, Write, Inc
- Whole Word Level intervention (Specialist Teaching Service)
- Numicon
- Spelling with your ears, spelling with your eyes

### 3. Social, emotional and mental health

- ELSA sessions
- Anxiety intervention (Autism Outreach Services)
- Circle of Friends
- Autism Education Trust transition
- Social stories

### 4. Sensory and/or physical needs

- Sensory circuits
- Sensory boxes
- Weighted bean bags
- Wobble cushions
- Therabands

**(Reference: SEND Policy 2021)**

As at (12th July), we have 46 children/young people receiving some form of SEND Support.

We have internal processes for monitoring quality of provision and assessment of need. These include:

- Termly assessments in reading, writing and maths - Headstart
- Termly evaluation of provision delivered and the impact it has on the progress of individual children
- Ongoing informal assessment and observation – seen in the marking and feedback booklets
- Learning walks and observations

### **Consulting with children, young people and their parents**

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Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
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Provision Review  To identify what we are doing well and what would be even better if for all children.	Parents, children, all staff, all governors.	Annual
SEND support meetings/parents' meeting – to formally review progress	Class teacher, support staff, parents/carers and child when appropriate	Twice a year
Additional meetings with parents and child – dependent on the individual circumstances of the child and family	Class teacher, support staff, parents/carers and child when appropriate	As required (These type of meetings and approach to support is seen regularly throughout school, building relationships between staff and parents and in turn, improving outcomes for children).
Parental questionnaire	Parents and carers	Annual

## Staff development

We are committed to developing the on-going expertise of our staff. We have current expertise in our school:

Initial of person	Area of expertise	Level (as per p68-9 of SEND Code of Practice 2015)
KJ	Forest Schools Programme	Level 3
KR	Parental workshops and support for behaviour	Centre for Fun and Families accredited course
AC	Anxiety	Course delivered by Autism Specialist Team
AJ	Behaviour that challenges children	Level 2
CR	Early Years Language	Accredited course
ET/KR	Think family/whole family – supporting parents with mental illness	Accredited course
ET/KR	Managing emotions; Using emotion coaching with children and young people	Course delivered by Leicestershire Educational Psychology Service
CH	Word level intervention training	Course delivered by Specialist Teaching Service
ET	Autism (AET)	Level 3
PC	Autism (AET)	Level 2
AC	Autism (AET)	Level 3
All staff	Autism (AET)	Level 1
AJ	Understanding children and young people's mental health	CACHE certificate
AJ	Mental Health First Aider	
KR	Emotional Literacy Support Assistant	Course delivered by Leicestershire Educational Psychology Service with ongoing supervision given
JH	Colourful Semantics	Training provided by Leicestershire SALT
JH	Down Syndrome	Behaviour and Down Syndrome

SC	Collaborative and social thinking – social skills	Course delivered by Autism Specialist Team
AC	Spelling with your ears, spellings with your eyes	Course delivered by Specialist Teaching Service
All staff	5 a day strategies to supporting pupils with SEND	Training delivered by SENCo
All teaching staff	Adaptations for areas of SEND within foundation subjects	Training delivered by SENCo
All support staff	Happy Lunchtimes training	Training delivered by Steve Harris, Wellbeing Education

This year, we have put in additional training into:

- Cognitive load and effective modelling
- Working memory and retrieval
- Teachers' role as a teacher of children with SEND
- Planning and delivery of curriculum
- Writing moderation at every year group

### Staff deployment

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Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

Please see the school website for the allocation of staffing.

### External bodies and organisations

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The governing body delegates the responsibility of commissioning services to help meet the needs of children with SEND and parents. Our external partners that we would work with include:

- Voluntarily organisations, such as the Laura Centre
- Local authority support including Educational Psychology Service and specialist teachers, such as: specialist teachers from Autism Outreach Services or Learning Support Services
- Health and social services including: speech and language therapy, OT, Children and Wellbeing support workers.

### Transitions

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This year, we worked with our feeder partners to welcome **5** children/young people with special educational/disability and we supported **8** children and young people transition to the next phase in education/employment.

Our approach involved:

- Enhanced transition to and from new settings depending on the needs of the child.
- Relevant staff visits to and from settings.
- Use of technology to increase familiarity for the child.
- Additional multi-agency and SENDCo meetings to support a smooth transition.
- Regular communication and meetings with settings and parents to support smooth transition and initiate relationships between school staff and parents.
- Progressive transitional period to build up time within school and ensure the child feels confident and at ease.

### Complaints

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Our complaints procedure is in the school's Complaints Policy. This details the formal procedures which will be invoked when initial attempts to resolve the issue are unsuccessful and the person raising the concern remains dissatisfied and wishes to take the matter further.

This year we have 0 complaints.

## **Challenges this year**

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Challenges for our school have included:

1. The burdens faced by SENA and how this is impacting upon SEND finances.

EHCP applications being made for pupils with complex needs are taking longer to process and action at SENA. Due to the burdens faced by SENA, communications regarding applications have been limited and significant time is spent liaising with SENA for progress reports regarding applications. There are limited Educational Psychologists available to carry out statutory work, leading to waiting times for assessments. This has been followed up by school regularly and are awaiting an update in August 23. Slow processing time for EHCPs is leading to challenges with funding within school and diverting of existing TAs to support children.

## **Further development**

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Our strategic plans for developing and enhancing SEND provision in our school next year include:

- Support staff in reviewing and setting of SMART targets for SEND learning plans using Insights.
- Support staff in the identification and recording of provision for pupils with SEND using Insights.
- Strengthening staff understanding of how to support children with SEND in different areas of the curriculum and the adaptations made within specific curriculum areas and across all.
- Following success of our parental workshop on self-esteem and resilience, these will be offered again on a termly basis covering aspects of social, emotional and behavioural needs.

**Relevant school policies underpinning this SEND Information Report include:**

- [The SEND Policy](#)  
[SEND Policy 2021.pdf \(manorfield.leics.sch.uk\)](#)
- [Accessibility plan](#)  
[Accessibility Plan.pdf \(manorfield.leics.sch.uk\)](#)
- [Behaviour Policy](#)  
[Behaviour Policy Nov 2021.pdf \(manorfield.leics.sch.uk\)](#)
- [Safeguarding and Child Protection Policy](#)  
[Safeguarding Model Policy and Procedures \(Aug 2013\) \(manorfield.leics.sch.uk\)](#)
- [Complaints Policy](#)  
[Complaints Policy Sept 2021-23.pdf \(manorfield.leics.sch.uk\)](#)

**Legislative Acts taken into account when compiling this report include:**

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005