

## Manorfield Church of England Primary School

### SEND Information Report

September 2024

**SENDCo:** Leanne Jones

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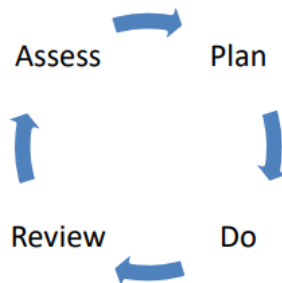
Local Offer Contribution: <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

**SEND Governor:** Nicky Stratford

### The Manorfield 'Whole School Approach':

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 **graduated 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:**

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:

Area of need	Provision to support
Communication and interaction	<ul style="list-style-type: none"> <li>• Colourful Semantics</li> <li>• Black Sheep resources</li> <li>• NELI – Nuffield Early Language Intervention</li> <li>• Assisted technology</li> <li>• Makaton and PECs</li> </ul>
Cognition and learning	<ul style="list-style-type: none"> <li>• Precision Teaching</li> <li>• Number Stacks</li> <li>• 1:1 and small group tutoring</li> <li>• Read, Write, Inc</li> <li>• Whole Word Level intervention (Specialist Teaching Service)</li> <li>• Numicon</li> </ul>

	<ul style="list-style-type: none"> <li>• Spelling with your ears, spelling with your eyes</li> </ul>
Social, emotional and mental health	<ul style="list-style-type: none"> <li>• PHSE Curriculum</li> <li>• ELSA sessions – sessions with the Emotional Literacy Support Assistant</li> <li>• Meet and Greet sessions to support transition into school</li> <li>• Autism Education Trust transitional work</li> <li>• Social stories</li> <li>• Autism Outreach Service</li> <li>• Special School Outreach Service</li> <li>• Anxiety intervention (Autism Outreach Services)</li> <li>• Circle of Friends</li> </ul>
Sensory and/or physical needs	<ul style="list-style-type: none"> <li>• Sensory activity group</li> <li>• Sensory boxes</li> <li>• Wobble cushions</li> <li>• Chewlery</li> <li>• Weighted bean bags</li> <li>• Therabands</li> </ul>

(Reference: SEND Policy 2023)

As of September 2024 there are 51 pupils (12.8%) on the SEND register. 8 of these have EHCP.

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

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

Action/Event	Who's involved	Frequency
<p>EduRio Surveys</p> <p>To identify what we are doing well and what would be even better if for all children.</p>	Parents, children, all staff, all governors.	Three times per year
SEND support meetings/parents' meeting – to formally review progress.	Class teacher, support staff, parents/carers and child when appropriate	Twice per 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).
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 Tea and Talks	Parents, SENDCo, SEND Assistant	Half termly

## 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
All staff	Effective Scaffolding
All teaching staff	Use of Insights, learning plans and provision
ET, LJ, RW, OW	Whole Education WE MAT SEND
KJ	Forest Schools Programme
KR	Parental workshops and support for behaviour
AC	Anxiety
AJ	Behaviour that challenges children
CR	Early Years Language
ET/KR	Think family/whole family – supporting parents with mental illness

ET/KR/RW	Managing emotions; Using emotion coaching with children and young people
All staff	Autism (AET)
AJ	Understanding children and young people's mental health
AJ	Mental Health First Aider
KR	Emotional Literacy Support Assistant
JH	Colourful Semantics
JH	Down Syndrome
JH	Speech and Language (NELI)
SC	Collaborative and social thinking – social skills
AC/LJ	Spelling with your ears, spellings with your eyes
LJ	Supporting children in EYFS who have a developmental delay
LJ/MB	Identification of EYFS/KS1 Children at risk of literacy difficulties
All staff	5 a day strategies to supporting pupils with SEND
All teaching staff	Adaptations for areas of SEND within foundation subjects
All support staff	Happy Lunchtimes training

## Staff deployment

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

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

This year, we worked with our feeder partners to welcome 7 children/young people with special educational/disability, and we supported 9 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

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 had 0 complaints.

## Challenges this year

### 1. Delay in return of paperwork from SENA

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. Slow processing time for EHCPs is leading to challenges with funding within school and diverting of existing TAs to support children.

### 2. Change in SEND leadership at Manorfield

Over the course of 2023-2024 Manorfield introduced the role of SEND Assistant to support the SENDCo. A few months after this, there was a change in leadership of SEND with a new SENDCo being appointed. The old and new SENDCo worked extremely closely with each other to ensure a smooth transition.

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

- To continue to support staff in reviewing and setting of SMART targets for SEND learning plans using Insights.
- To continue to support staff in the identification and recording of provision for pupils with SEND using Insights.
- Following success of our SEND tea and talks for parents, these will continue into next year and will be planned through identification of parental needs.
- To support staff in understanding EHCP documentation and assessing SEND children's progress in relation to this.

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

- The SEND Policy
- Accessibility plan
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Complaints Policy

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

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