

Manorfield Church of England Primary School

SEND Information Report September 2025

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Local Offer Contribution

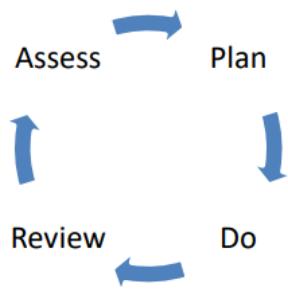
Leicestershire's Local Offer aims to bring together useful information across education, health and social care into one place. You'll find information, advice and guidance on a range of local service providers who support children or young people with special educational needs and disabilities (SEND). You can access Leicestershire's full **Local Offer** of information, services, and support here:

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

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 Reading assessment
- British Picture Vocabulary Scale
- Sensory Stress assessment
- Nuffield Early Language Intervention assessment and screener
- 2Eskimo Reading assessment
- GL Assessment Dyslexia Screener
- GL Assessment Dyscalculia Screener

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 and support can be delivered in the classroom as part of whole-class teaching, in a small group, or on a one-to-one basis, depending on the child's individual needs. 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
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Communication and interaction	<ul style="list-style-type: none"> • Colourful Semantics • Black Sheep resources (SALT) • NELI – Nuffield Early Language Intervention • Assisted technology • Makaton and PECs
Cognition and learning	<ul style="list-style-type: none"> • Precision Teaching • Number Stacks • 1:1 and small group tutoring • Read, Write, Inc Phonics • Read, Write, Inc Fresh Start • Whole Word Level intervention (Specialist Teaching Service) • Numicon • Spelling with your ears, spelling with your eyes
Social, emotional and mental health	<ul style="list-style-type: none"> • RHSE Curriculum • ELSA sessions – sessions with the Emotional Literacy Support Assistant • Meet and Greet sessions to support transition into school • Autism Education Trust transitional work • Social stories • Autism Outreach Service • Special School Outreach Service • Anxiety intervention (Autism Outreach Services) • Circle of Friends
Sensory and/or physical needs	<ul style="list-style-type: none"> • Sensory activity group • Sensory boxes • Wobble cushions • Chewlery • Weighted bean bags • Therabands • AOT Sensory Diet & Needs Assessment

As of September 2025 there are 57 pupils (13.9%) on the SEND register. 13 of these have EHCP.

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

- Termly assessments in reading, writing, maths and grammar, punctuation and spelling – HeadStart Assessments (reading, writing, maths & GPS), Internal and Cross-MAT Moderation for writing.
- 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
Edurio Surveys To identify what we are doing well and what would be even better if for all children.	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	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
AC	Anxiety
AJ	Behaviour that challenges children
CR	Early Years Language
ET	Think family/whole family – supporting parents with mental illness
ET/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
JW	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	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 and Family Lives
- 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, Occupational Therapy, Children and Wellbeing support workers.

Transitions

This year, we worked with our feeder partners to welcome 1 child/young person with special educational/disability, and we supported 7 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.

Disabled pupils, accessibility and inclusion

Admissions

Manorfield welcomes applications from disabled pupils and applies the same admissions arrangements to all pupils. Where reasonable adjustments are required to support access, we plan these with families and relevant professionals in advance of admission.

Preventing less favourable treatment

In line with the Equality Act 2010, we take reasonable steps to ensure disabled pupils are not treated less favourably than other pupils. This includes anticipatory adjustments to policies, practices and the environment.

Facilities and adjustments

Our current facilities and adjustments include step-free access to key areas, accessible toilets, visual supports, and individual risk assessments. We continually review needs and arrange auxiliary aids/services where reasonable.

Accessibility Plan

Our Accessibility Plan (https://manorfield.embracemat.org/wp-content/uploads/sites/12/2025/11/Accessibility_Plan.pdf) sets out how we will increase access to the curriculum, improve the physical environment, and improve the availability of accessible information for disabled pupils over time.

Participation in school activities

Pupils with SEND are enabled to engage in all activities available to pupils without SEND. This includes trips, clubs, performances and leadership roles. We plan reasonable adjustments and additional support where required so that no pupil is excluded from enrichment on the basis of need.

Adaptations to curriculum and environment

Class teachers use quality first teaching with scaffolded tasks, visual supports, pre-teaching and overlearning. We adapt materials (e.g., enlarged/coloured overlays, simplified language), vary recording methods, adjust timetables, and use assistive technology where appropriate. Environmental adaptations (e.g., seating, noise management, movement/sensory breaks) are planned with the SENDCo and therapists.

Complaints

The procedure for addressing any SEND-related concerns follows the school's standard Complaints Policy. In the first instance, please contact Mrs. L. Jones. If the issue cannot be resolved informally, the formal steps outlined in the Complaints Policy will apply. These procedures are designed to ensure that, should initial efforts prove unsuccessful and the individual remains dissatisfied, the matter can be escalated appropriately.

This year we have had **0** complaints.

Challenges this year

1. Continued 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.

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

- **Clear and accurate documentation** – We will make sure all support and provision for children with SEND is recorded clearly on Learning Plans, including details from their Education, Health and Care Plan (EHCP).
- **Regular reviews** – Each term, we will review the information in our system to ensure support is up to date and meets the needs of every child.
- **Easy access for teachers** – Teachers will have quick access to EHCP targets and learning plans, helping them set small, achievable steps for progress.
- **Consistent and focused targets** – We will check that all support plans link closely to the outcomes in each child's EHCP, so that every step moves them towards their long-term goals.

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

Independent advice for families

Families can access free, impartial SEND information, advice and support from Leicestershire SENIASS (link: <https://www.sendiassleicestershire.org.uk/>, email: info@sendiassleicestershire.org.uk, phone: [Call: 0116 305 5614](tel:01163055614)). We signpost this service during reviews and at key decision points.

Version & review cycle

Reviewed: September 2025 | Next review due: September 2026. We update this report during the year if information changes. A paper copy is available on request.