



Manor Primary School SEND Information Report



Special Educational Needs Provision at Manor Primary School

All schools in Devon have the same duties related to special educational needs and disabilities, and are expected to provide support for children and young people who have additional needs. These duties can be found in The Special Educational Needs and Disabilities, 0-25, Code of Practice.

At Manor Primary School we are committed to meeting the special educational needs of pupils and ensuring that they make progress. In line with our mission statement, we aim to provide a positive, happy and secure learning environment where everyone will be encouraged to achieve their best. Manor Primary is a mainstream school where children with SEND fall into the following primary areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

Additionally, Manor Primary has a Communication and Interaction Resource Base (CAIRB). There are 4 Primary CAIRBS in Devon with each CAIRB having funding for up to 8 places. The aim is to promote social and academic success in an inclusive mainstream environment for children with communication and interaction difficulties.

What does Special Educational Needs mean?

Children have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post-16 institutions.

Children are regarded as having Special Educational Needs if they require educational provision which is additional to, or different from, the educational provision made generally for pupils of their age.

What happens at the start if my child has special needs?

When children with special educational needs are first admitted to the school, personalised provision is provided for their integration into school. This may include meetings with professionals, parents/carers, additional nurture visits prior to starting school, often with one-to-one support, and a phased start to full-time education to promote a positive experience for the child. This will usually be done through a DAF, started at pre-school. (see later section)

How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs and how is this recorded?

Teachers may identify children who are not making progress in their learning, communication, physical and social development. Special plans are put in place and parents are kept informed. If, despite the extra support, progress is still not being made at an expected rate then the school will seek advice from outside agencies such as advisory teachers, speech and language therapists or the educational psychology team. This often provides additional assessment. Parents may also initiate these discussions. If our school is alerted to the fact by a parent/carer that a child may have a difficulty in learning, we make our best endeavours to collect all relevant information, from professionals and parents/carers, and plan a relevant differentiated curriculum for that child. In Devon this information is beginning to be collected through the Devon Assessment Framework process.

The Devon Assessment Framework (DAF) is the new process of assessing need and identifying provision in Devon. The DAF is made up of several layers of paperwork – DAF 1, 2a, 2b, 3 and 4. You can find out more about each stage by looking at the guide produced by Devon Parent Partnership:

<http://www.parentpartnershipdevon.org.uk/wp-content/uploads/downloads/2014/06/DAF-process.pdf>

DAF1

The first part of the DAF 1 replaces the Family Health Needs Assessment, which is an assessment carried out by a Health Visitor a few days after a child is born.

This collects information about the child, their family and their environment – information that may be useful later on in the child's life, if additional needs are identified.

If a child is born with additional needs then they could immediately continue through the DAF process. If additional needs aren't identified until later in life then this information would be filed away until that time and then picked back up and added. The second part of the DAF 1 records any assessments carried out with a child, after additional needs have been identified. Details about the child/family collected through assessments can be directly recorded on the DAF 1 paperwork or professionals may produce reports about the assessments they carry out with a child and these could be attached to the DAF 1.



DAF 2

The DAF 2a is the 'My Plan'. This is a non-statutory education, health & care plan which can be used for any child who has additional needs that have been identified, whether they are education, health or care needs, or a combination of any of these. The child's views are incorporated at this stage.

The My Plan should be agreed with you and all the professionals involved in supporting your child, through a TAC/TAM meeting. The My Plan should detail each specific need your child has, along with an outcome for each need and then the support that will be put in place to meet this outcome. The My Plan should also detail the cost of this support and who is responsible for providing it. These costings can be used to calculate whether additional resources are required for your child, which may be accessed through using the DAF 3 'Request for Additional Resources' process & paperwork.



DAF 3

The DAF 2b is the 'My EHC Plan'. This is a statutory Education, Health & Care Plan (EHCP) for children with complex needs, who require special school education or mainstream education with access to specialist support.

The content of the My EHC Plan is very similar to that of the My Plan, in respect of detailing needs, outcomes and support, along with costings. However, a My EHC Plan would be written by the 0-25 SEN Team, following a statutory EHC assessment being carried out of evidence collected through the DAF process.

As this is a statutory process there is a statutory timescale of 20 weeks from requesting an EHCP to receiving one as well as other guidelines around how the process should be carried out. The DAF 3 could also be used to request additional resources to meet the needs identified in the My EHC Plan

Who coordinates this?

The SENCO- Special Educational Needs coordinator, **Mrs Julie Solomon**, is the school's "responsible person" and manages the school's special educational needs work, supported by the teachers within the CAIRB - Mrs Clare Ellison and Mrs Lisa Tomlinson. The Headteacher keeps the governing body informed about the special educational needs provision made by the school. The designated governor for SEN is Mr Colin May.

The SENCO and the Headteacher work closely with the Special Educational Needs governor and staff to ensure the effective day to day operation of the school's special educational needs policy. The SENCO and Headteacher identify areas for development in special educational needs and contribute to the school's development plan. The SENCO co-ordinates provision at school support and for pupils with Education Health Care Plans or existing Statements of SEN.

What should staff be doing for my child, how will the progress be monitored?

The governors ensure that the needs of all pupils are met by employing a SENCO. The Headteacher, SENCO and class teacher use the child's EHCP/Statement to identify the areas of pupil need and make appropriate provision. Some children will have their needs met through Individual Education plans or provision maps where they may access provision additional to and different from normally differentiated teaching. All plans are reviewed three times a year.

Time is identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases. All teaching and non-teaching staff are responsible for differentiating the curriculum for pupils with special educational needs and monitoring their progress. Class teachers monitor progress made by pupils in their class and the effectiveness of resources and other curriculum material. All staff work closely with the SENCO. Once a term, Pupil Progress Meetings are held where the SENCO meets with individual class teachers to monitor individual progress of pupils. This ensures that the SENCO is kept fully informed of any concerns and progress made.

To ensure access for pupils or parents with disabilities the school has wheelchair access ramps and disabled toilet facilities as part of the School's Accessibility Plan and modifications for all children who children who require specialist access arrangements.

How do we evaluate the effectiveness of our provision?

We meet once a term to monitor individual progress of pupils. These Pupil Progress meetings include the Headteacher, Deputy Head, class teacher and SENCO and sometimes teaching assistants - this ensures that the SENCO is kept fully informed of any concerns and progress made. All provision is outcome based so that we are able to measure impact. For some children this will be through an Individual Education Plan.

Progress of pupils with SEN is monitored regularly and recorded on School Pupil Tracker. Individual interventions are recorded on Provision Maps and a pupil's progress is measured at intervals, depending on the intervention, to check if progress has been made and the provision is effective for that pupil. This includes the analysis of pre and post intervention data. Statutory data and Devon SEND audit feedback are used to identify areas of improvement and provision is altered accordingly.

How will the school staff support my child and how will the curriculum be matched to my child's needs?

We have a provision map which is frequently reviewed. These are the provisions generally offered outside of the classroom- additional to and different from good inclusive practice within the classroom such as adapted books/pens/ coloured overlays /broken down instructions – for further details see- <http://www.devon.gov.uk/sen-mainstream-guidance.pdf>.

If we cannot meet the needs of a pupil from our current provision or expertise, we liaise with advisory services and outside agencies and organise the appropriate training and provision to the best of our endeavours. The types of additional provision offered include the following-

Provision Map			
Cognition and Learning	Behavioural, emotional and social needs	Physical and sensory	Communication and interaction
Literacy: Letters and Sounds Jolly Phonics kinaesthetic approach Targeted reading groups and daily readers Targeted phonics groups Box dictations TRUGS ARROW Comprehension Magnetic letters and phoneme frames Writers' workshops Toe-by-Toe Reading Recovery Auditory Memory Skills Precision teaching Numeracy: Guided group work Springboard Numbers Count Number Shark Targeted booster sessions Power of 2 Numicon Closing the Gap Numicon Kit 1 one-to-one Precision teaching	SEAL Social Communication Skills THRIVE Circle of Friends Befriending Positive handling Transition strategies within school and to prepare for Secondary Education Transitional objects Music Therapy Donkey Therapy	Leap into Life Write from the Start Speed up Targeted groups to develop fine motor skills –Take 10/Pandora's Box Fun Fit Use of 'fiddle' objects Aromatherapy Sensory Room Hydrotherapy	Speech Link Language Link Total Communication-use of visuals Inference skills Communicate in Print Social Stories

How do we include pupils with SEND in activities outside the classroom?

All pupils whether they have special educational needs or not, will be involved in the full life of the school. Homework, if appropriate, will be differentiated for pupils with SEN. Pupils with SEN participate in sport, swimming and school visits (including residential), with one-to-one support if necessary. They participate in assemblies, including class assemblies and school productions. This is a fundamental element to the school meeting their responsibility under the Equality Act 2010. Reference should be made to the school's Disability Equality Scheme and also the Accessibility Plan (currently under revision)

How is the decision made about the type and how much support my child will receive?

The school receives a budget to meet the needs of children with special needs and the school also receives some funding for meeting the needs of children who currently have statements or Health Care Plans. The SENCO and Headteacher plan the budget and allocate resources to meet the needs of all the children. Your child may have a statement which details their specific needs and the school will allocate resources to meet these needs and also the needs of all children identified as needing something 'additional to and different from' that provided in the classroom on a day to day basis. The school believes that inclusion is at the heart of our work in relation to SEN and aims for all children to be in class for the majority of their day. It also values the importance of developing independence and advocates group work rather than over-reliance on one to one support, notwithstanding that some specific work can only be delivered in a one to one environment.

If the school feels that your child requires additional funding which the school does not have the capacity to meet, a request for funding will be made through the DAF process.

How do we support your child's overall well-being?

At Manor Primary School we recognise the importance of your child's overall well-being as being of paramount importance. We have provision to meet every child's individual behavioural, emotional and social needs, irrespective of whether they have SEND. We regularly review and change this provision, when necessary to meet current individual needs, liaising with staff, parents, pupils and professionals as part of this process. The school develops specific risk assessments for children with challenging behaviour so that they are not at risk of exclusion because of their behaviour which may stem from a specific diagnosis. Some children may have specific medical needs. Training is sought from the school nurse so that we are able to meet these needs. We regularly review attendance data, and we are alert to other events such as bereavement, family break-up, bullying etc which may lead to social, emotional and mental health difficulties.

What specialist services and expertise are available at or accessed by the school?

The staff supporting SEND keep up to date with current training and seek further support readily. The SEN team develop an action plan every year which details any necessary training needs and the school is proactive in seeking any necessary incidental support which may be required. The school prepares well for children coming to school with additional needs by seeking advice from relevant advisory staff. The school is highly skilled in supporting children with emotional needs and has 3 trained THRIVE practitioners. Exclusions are rare as a result of the strong inclusive ethos shared by all staff. The school works closely with other agencies to meet individual needs.

How will my child be supported through transfer?

The school works closely with schools on transfer so that children are well prepared for their next step. There is an enhanced visits programme.

Who do I contact?

Your first point of contact will always be your child's classteacher .

Who is the Special Educational Needs coordinator?

SENCo – Mrs Julie Solomon
Deputy SENCO - Mrs Clare Ellison

