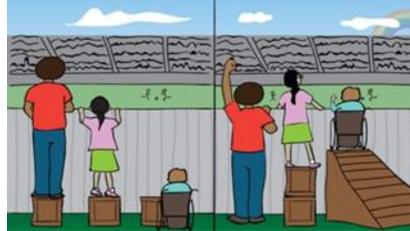


SEN information Report Manford Primary School



This document represents the school's response to the Special Educational Needs Code of Practice (2014) and its requirement that all schools will produce a SEN Information Report that explains how the school actually supports SEN and whole school inclusion.

1) What are the aims of Manford Primary School for pupils with special educational needs and/or disability?

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and printed information for all.
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- To reduce barriers to progress by providing high quality teaching across the school.
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum.

To better respond to the four broad areas of need:

1. Communication and interaction,
2. *Cognition and learning,*
3. *Social, mental and emotional health,*
4. *Sensory/physical.*

- To request, monitor and respond to parents* and pupils' views in order to evidence high levels of confidence and partnership.
- To support all staff in meeting pupil needs by providing well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

**Parents throughout this document refers to parents, parent, carer or those with parental responsibility.*

In 1989, governments across the world promised all children the same rights by adopting the UN Convention on the Rights of the Child. The Convention says what countries must do so that all children grow as healthy as possible, can learn at school, are protected, have their views listened to, and are treated fairly.

As part of our school priorities this year, we proudly begin the process of becoming a Rights Respecting School. Manford School Information Report underpins four articles taken from the convention:

Article 27: Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs. Governments must help families who cannot afford to provide this.

Article 23: A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

Article 28: Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity.

Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

We believe that all children should be offered full access to a broad, balanced and relevant education, including the National Curriculum and appropriate curriculum for the foundation stage. All children should be encouraged, valued and accepted equally, regardless of their ability, behaviour, gender, race, ethnicity and religion.

2) What are special educational needs (SEN) or a disability?

- A child or young person has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for them.
- A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.
- Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England
- Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '*...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities*'.

3) The kinds of special educational needs (SEN) for which provision is made at the school

- Children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at Manford Primary School, in line with the school admissions policy. If a place is available, we will work in partnership with parents, to make the provision required to meet their needs.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school in the EHC plan unless:
- it would be unsuitable for the age, ability, aptitude or needs of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments carefully before a final decision on placement is made.
- Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that the needs of their child can be better met in specialist provision.

4) How does our school know if children need extra help?

- By concerns raised by parents, external agencies, teachers, the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- By screening, such as that completed on entry or as a result of a concern being raised that indicates gaps in knowledge/skills.
- By whole school tracking of attainment outcomes that then indicate a lack of expected rate of progress.
- By observations of the pupil that indicate that they have additional needs.
- All or some of the above may apply and are carefully considered through systems set out in the school policies including SEN and Assessment Policies.

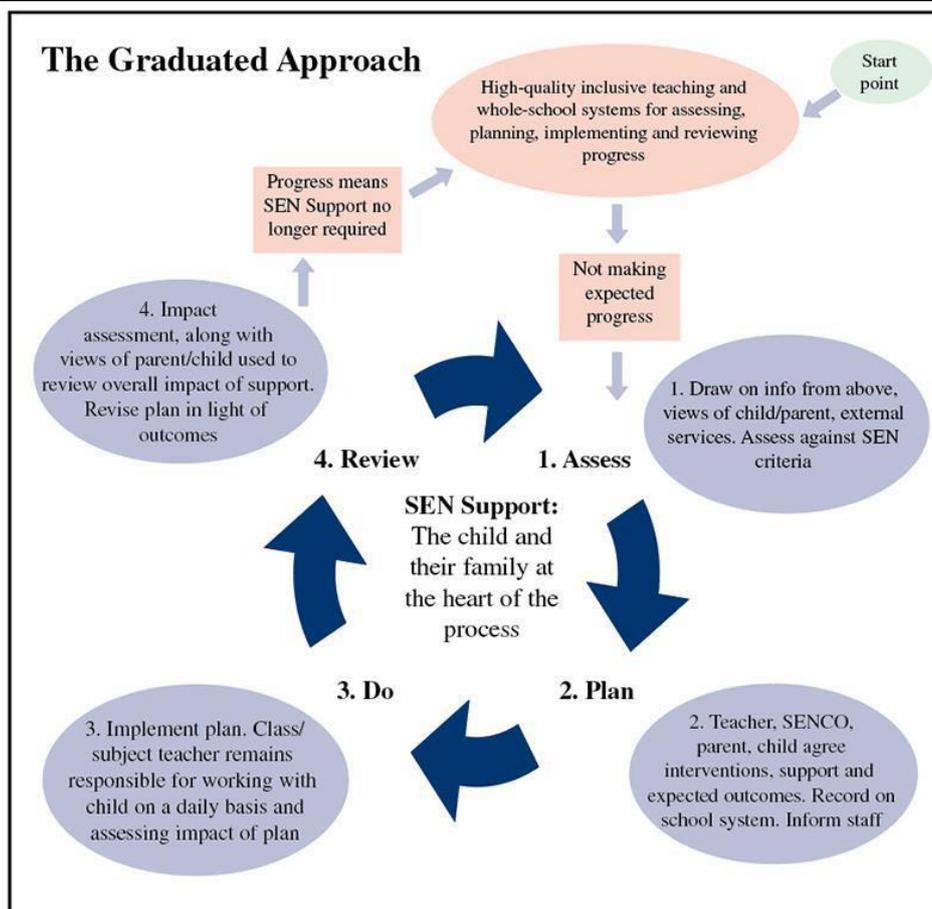
5) What should a parent do if it thinks their child may have special educational needs?

- If parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's teacher. This may then result in a referral to the school SENCO whose name is Miss Tracey Osei.
- We value the opportunity to work closely with parents whose views and aspirations for their child will be central to the assessment and provision provided by the school.

6) How will the school support a child with SEND?

- All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners.
- The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:
 - i) classroom observations by the School Leadership Team and external verifiers,
 - ii) tracking of progress made by pupils with SEND towards achieving targets,
 - iii) work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
 - iv) teacher meetings with the SENCO to provide advice and guidance on meeting the needs of pupils with SEND,
 - v) pupil and parent feedback on the quality and effectiveness of interventions provided,
 - vi) attendance and behaviour records.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- All pupils have individual targets set in line with national outcomes. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.
- Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class teacher and a member of the Senior Leadership team and if appropriate, the pupil themselves.
- Additional action to increase the rate of progress will be then identified and recorded this will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil. Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.
- Action relating to SEN support will follow an assess, plan, do and review model: Which is exemplified in the SEN Code of Practice 2015.

The Graduated Approach



- If progress is limited despite the delivery of high quality interventions, advice will always be sought from other agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Local Authority Support Services – including Educational Psychologists
2. Specialist services such as SEATSS outreach team
3. Social Care Services – as discussed with parents
4. Health partners such as School Health Visitor, School Nurse and Emotional Wellbeing Mental Health Services.

N.B. For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

7) How will pupils be involved in decisions regarding provision that can better meet their needs?

- This school uses pupil centred profiles. These identify pupil's abilities and strengths, with the support of parent's these identify their personal aims and the action they require to be taken by the school to reduce barriers to learning and social success.
- Each term progress meetings are held where information will be reviewed and the pupil's views or those of the parent on the child's behalf gained on the effectiveness of the action taken so far to meet their needs.

8) How will the curriculum be matched to each child's needs?

- Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.

- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENCO) and/or external specialists.
- In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the school will be recorded and shared with parents.

9) How will parents know how well their child is doing?

- Attainment towards the identified outcomes will be shared with parents regularly through termly and annual reviews, also through the school reporting system and Parents' Evenings.
- A home-school communication book is used sometimes as it provides a useful tool to help communication with school staff on a more regular basis.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENCO or a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success.

Please contact the school office to arrange an appointment for you. The contact number is 020 8 500 2143

10) How will parents be helped to support their child's learning?

- Please look at the school website. It can be found at: <http://www.manfordprimary.co.uk/>
- And includes links to websites and resources that we have found useful in supporting parents to help their child learn at home.
- The class teacher or SENCO may also suggest additional ways of supporting your child's learning.
- The school organises a number of parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning.
- If you have ideas on support that you would like to have access to or school events you could contribute to in order to further support your child's learning, please contact the SENCO.

11) How will the school evaluate the effectiveness of the SEN provision made for pupils?

- The effectiveness of SEN provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes.
- Quantitative data will examine both progress and attainment levels compared to those achieved nationally for pupils with the same level prior learning level.
- This data will be shared termly with governors and may be scrutinised by external moderators such as Ofsted.

12) What support will there be for children's overall well-being?

The school offers a wide variety of pastoral support for pupils. This includes:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- *Please visit our website to see the topics that are included within this area of the curriculum.*
- Pupil and Parent views are sought through variety of means these include parent questionnaires at open days and informal meetings with staff.
- Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups led by a qualified Learner Mentor as well as two ELSA trained support assistants.
- Pupils have access to the Learner Mentor during break and lunch times.

- Worry boxes are allocated in each for children to share worries, concerns or anxieties. These are checked regularly by the class teachers and appropriate support provided where deemed necessary.
- Pupils who find times outside class difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.
- • The school has gained Healthy School status and is a UNICEF Bronze Award 'Rights Respecting School' which evidences the work undertaken within the school to supports pupils' well-being and mental health.

The school designated Mental Health and Wellbeing Team. Miss Tracey Osei is lead, Miss Jodie Payne is the Wellbeing Ambassador and Hatice Morris is the SEN Administrator. The team consists of 2 ELSA trained support staff. The school also employs a Play Therapist one a day week, who provides counselling to identified children.

13) Pupils with medical needs

- Pupils with medical needs will be provided with a detailed Individual Health Medical Plan, compiled in partnership with the school health visitor or nurse and parents and if appropriate, the pupil themselves.
- Staff who administer and supervise medications, have completed training first aid training.
- Staff have yearly training by the Redbridge School Nurse service in the use of allergy pens, asthma medication and diabetes awareness.
- All medicine administration procedures adhere to the Department of Education (DfE) guidelines included within 'Supporting pupils at school with medical conditions' (DfE) 2014 and identified in the School Medicine Administration Policy.

14) What specialist services are available at the school?

The school has access to a range of specialist support that are identified in (6) above.

15) What training do the staff supporting children and young people with SEND undertake?

Miss Tracey Osei, the school SENCO and Assistant Headteacher for Inclusion, has the National Award for SENCO's as well as being the schools' Mental Health First Aider and Instructor for other schools in the local authority. Permanent LSA's have achieved the outstanding LSA course. Two members of staff qualified ELSA (Emotional Literacy Learning Support Assistants) and a qualified Parent Support Advisor who is supported by the local authority Educational Welfare Officer (EWO).

Staff also have training sessions from Redbridge Outreach services.

- Redbridge Speech and Language Therapy service (SALT) and Occupational Therapy
- Redbridge SEATSS Outreach Service
- Redbridge Educational Wellbeing Team
- Redbridge Educational Psychology Service
- NHS Advisory service- Under 5's Redbridge Health visitor team Over 5's Redbridge School nurse team
- Early Years Advisory Service

Manford Primary School staff are trained in Team Teach safe-handling and First-Aid.

16) How will my child be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff to ensure that no child with SEND is excluded from any school provided activity.

17) How accessible is the school environment?

The following adaptations have been made to the school environment:

- Manford Primary School is a single storey building with step free access. It is therefore accessible for wheelchair users or people with limited mobility.

- We have a disabled toilet for children.
- We have a designated medical room to enable a safe place for the storage and dispensing of medicines.

See school accessibility policy for an action plan of adaptations to be made.

18) How will the school prepare/support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupils' transition. These include on entry:

- A planned introduction programme is delivered in the Summer Term to support transfer for pupils starting school in September.
- Parents are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCO meets and home/nursery visits all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a transition meeting set up with parents to identify and reduce any concerns.

19) Transition to the next school.

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND and identified on the website.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCO's of both schools meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.

20) How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

- A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
- The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
- For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:
 - Targeted differentiation
 - In class, additional adult support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, etc)
 - Out of class support (relationship building, social, emotional skill development,)
 - Small group tuition to encourage catch up (subject or targeted at additional need)
 - Specific support, advice and guidance is provided to parents and families to improve pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour, physiological and emotional needs etc)
 - Provision of specialist resources or equipment (use of ICT, sloping board, electronic versions of text etc)
 - Partnership working with other settings (shared resources e.g. support from Hatton Special School Hub located on our premises and outreach teams to improve inclusion)
 - Use of an additional learning space for intervention work that includes sensory groups, social groups and the delivery of SALT and OT programmes.
 - Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
 - Implementation of strategies from support agencies e.g. Behaviour Support/Educational Welfare Support.

21) How are decisions made about how much support each child will receive?

- For pupils with SEN but without an EHCP, the Senior Leadership Team, advise the class teacher with planning and about the support the school can provide. Parents are involved in this through parent meetings as outlined in the SEN policy.
- Deployment of funds is overseen by the Governing Body
- For pupils with an EHCP, this decision will be reached in agreement with parents, when the EHC Plan is being produced, or at an annual review of an EHC Plan.
- The Local Authority administers and delegates the High Needs Funding which resources the EHC Plan.

22) How will I be involved in discussions about and planning for my child's education?

This will be through:

- Discussions with the class teacher, SENCO or senior leadership team member,
- During parent's evenings,
- Meetings with support and external agencies.

23) Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, please contact the following:

- Your child's class teacher,
- The SENCO,
- The Headteacher,
- For complaints, please see the School Complaints Policy on the school website.

24) Support services for parents of pupils with SEN include:

- The Redbridge Information and Advice Support Service (RIASS) offers impartial advice and support to parents and carers of all children and young people with SEND
<https://find.redbridge.gov.uk/kb5/redbridge/fsd/service.page?id=NcHIDgOzjhM&localofferchannel=1>
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, may wish to contact the Local Authority SEN Mediation Service. Parents may also seek mediation from the regional mediation services.
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

25) Information on where the Local Authority's Local Offer can be found.

<https://find.redbridge.gov.uk/kb5/redbridge/fsd/localoffer.page?localofferchannel=1>

References

- Schedule 1 of The Special Educational Needs and Disability Regulations 2014.
- The SEND Code of Practice (January 2015) The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations
- Supporting pupils at school with medical conditions Sept 2014.
- Glossary (A glossary of SEND terms is included in the appendices of the SEND Code of Practice

Date the Information Report agreed by Governors: 26th January 2022

Date reviewed by Miss Tracey Osei (SENCO) and Governing Body:

Date shared with parents: 3rd February 2022