



Manor Court Community Primary School

SEND

SCHOOL INFORMATION REPORT



Children and Families
Act 2014

Support for your child at Manor Court Community Primary School

We can support your child to **achieve** the very best they can.

We **value** the input that parents and carers make to their child's education and aim to work together to provide the best possible support for your child.

From time to time, children may need extra **support** with their learning and this information aims to inform you of the types of support available for you and your child and help you understand who can help and how to get this support.



Questions you might want to ask?

1. What is SEND and is it the same for every child?
2. What do I do if I think that my child has a Special Educational Need or Disability?
3. Who is the person responsible for SEND and how do I contact them?
4. How does the school identify that a child may have a SEND and how will they let me know?
5. What skills do the staff at school have to support my child's needs?
6. What are the different types of support available for the children with SEND at the school?
7. How will the school monitor the progress of my child?
8. How does the school involve parents, carers and pupils in the learning journey?
9. How does the school support my child as they move between classes and schools?
10. What further external support can be accessed for pupils with SEND and their families?
11. If I have a query or concern about the provision available for my child how can I share it and with whom?

What do you mean by SEND?

‘A child or young person has SEN (Special Educational Needs) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a ***significantly greater difficulty*** in learning ***than the majority*** of others of the same age; or
- b) have a disability which ***prevents or hinders them from making use of educational facilities*** of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

(SEND Code of Practice 2014 p.4)

This is a broad definition covering all children and young people from 0-25 years of age.

What *types* of SEND are there?

The Code of Practice identifies **4 broad areas of need**:

- ⦿ **Communication and interaction**; including Speech, Language and Communication Needs (SLCN) and Autism (ASC).
- ⦿ **Cognition and learning**; including dyslexia.
- ⦿ **Social, emotional and mental health**
- ⦿ **Sensory and/or physical needs**

Who is the person responsible for SEND
and how do I contact them?

**SENCo/Inclusion Leader
Mr Alan Clode**

Contact can be made face-to-face or by telephone on 01460 62350. But please ensure that you have shared your concerns with your child's class teacher in the first instance

I think my child has a SEND -what shall I do?

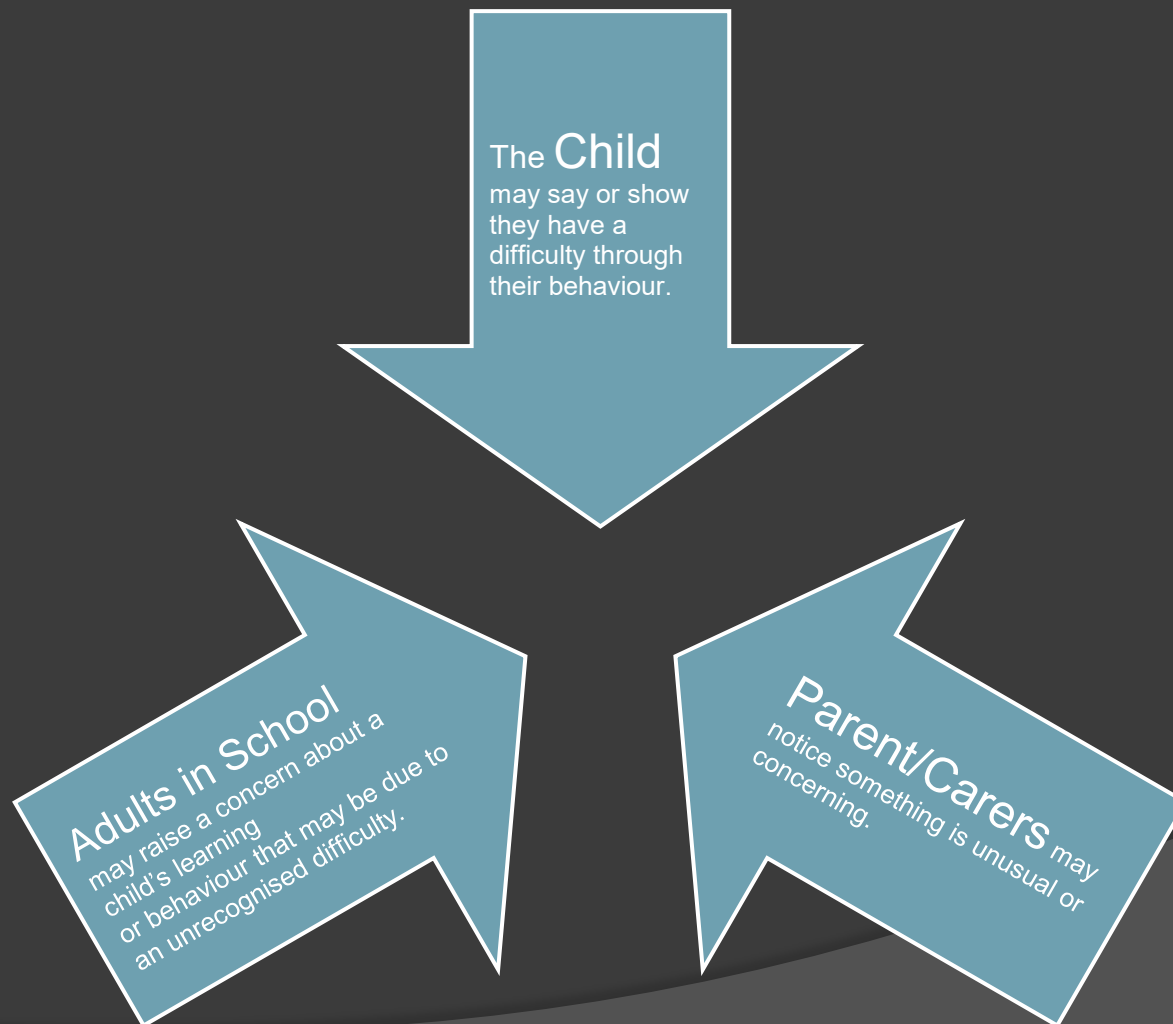
We encourage you to share any concerns that you may have about your child **as soon as possible**.

Contact these members of school staff:

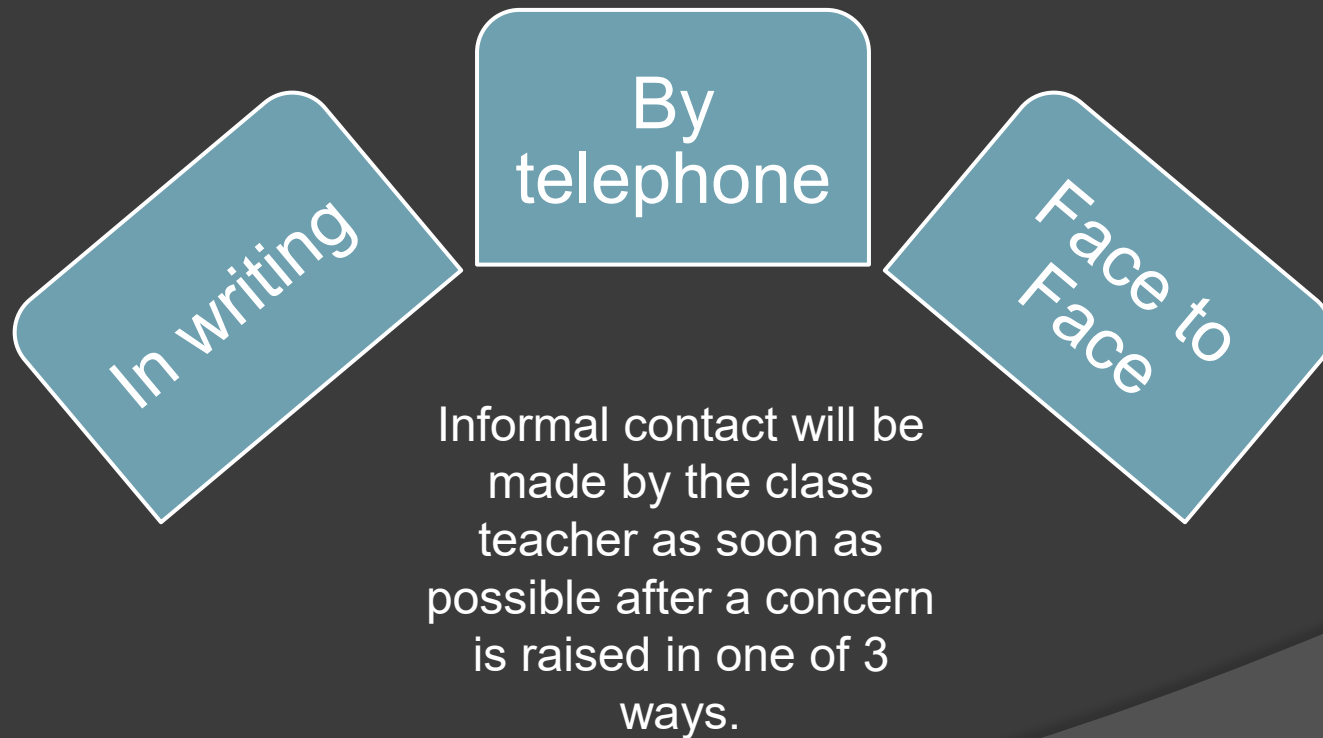
1. Class teacher – The majority of children with a SEND can have their needs supported by the class teacher.

2. SENCo – Once you have discussed any concerns with your class teacher, you may also like to discuss your child's needs further with the SEND Co-ordinator. You or your class teacher may suggest a joint meeting.

How does the school identify that a child *may* have a SEND?



How will the school let me know they think my child has a SEND?



How does the school involve parents, carers and pupils in the learning journey?

We feel it is critical that pupils are involved in creating their targets and suggesting what might work for them in terms of support.

The views of parent/carers are also key to the success of any intervention we give to support those with or without SEND.

Regular feedback

Form Class
Teacher
Meetings
and

with a
Support

range of
profession
als from

outside
school

Formal
progress
meetings

Celebratio
ns of
achieveme
nt

Annual reviews for pupils with a statement/

Education

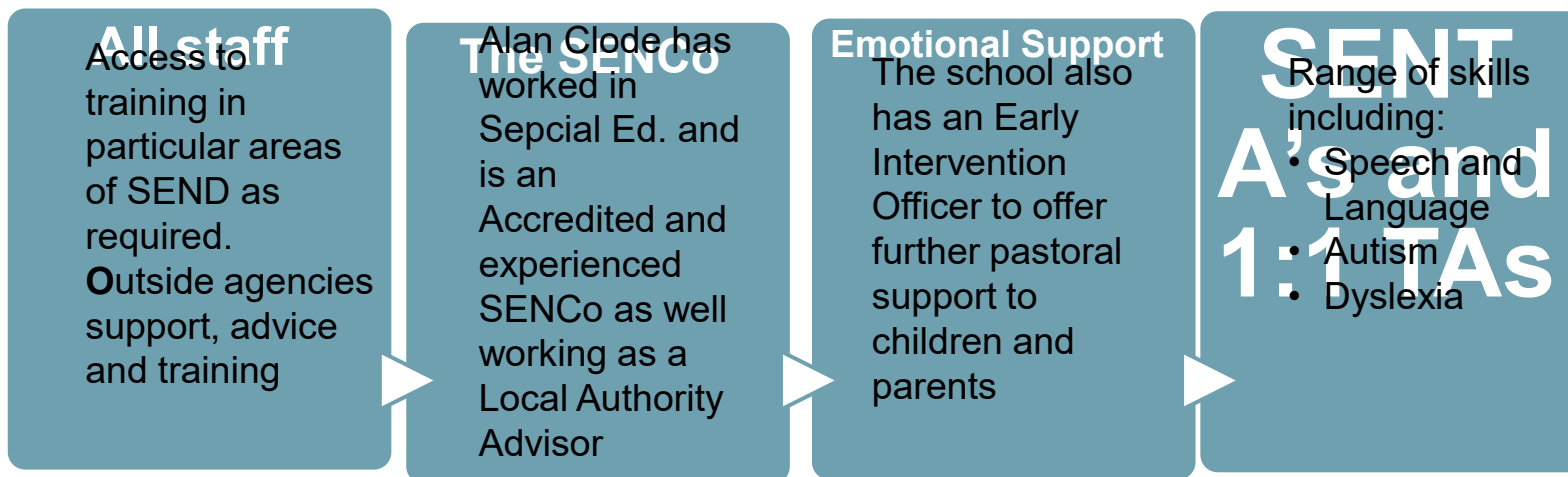
Health and
Care Plan
Review of
(EHCP);

learning

Passports
and

Support
plans

What skills do the staff at school have to support my child's needs?



For children with identified Special Educational Needs (SEN), a School Access Team (SALT), Communication and Access Team (CAT) or Parent/Carer permission will be

What are the different types of support from adults available for the children with SEND at the school?

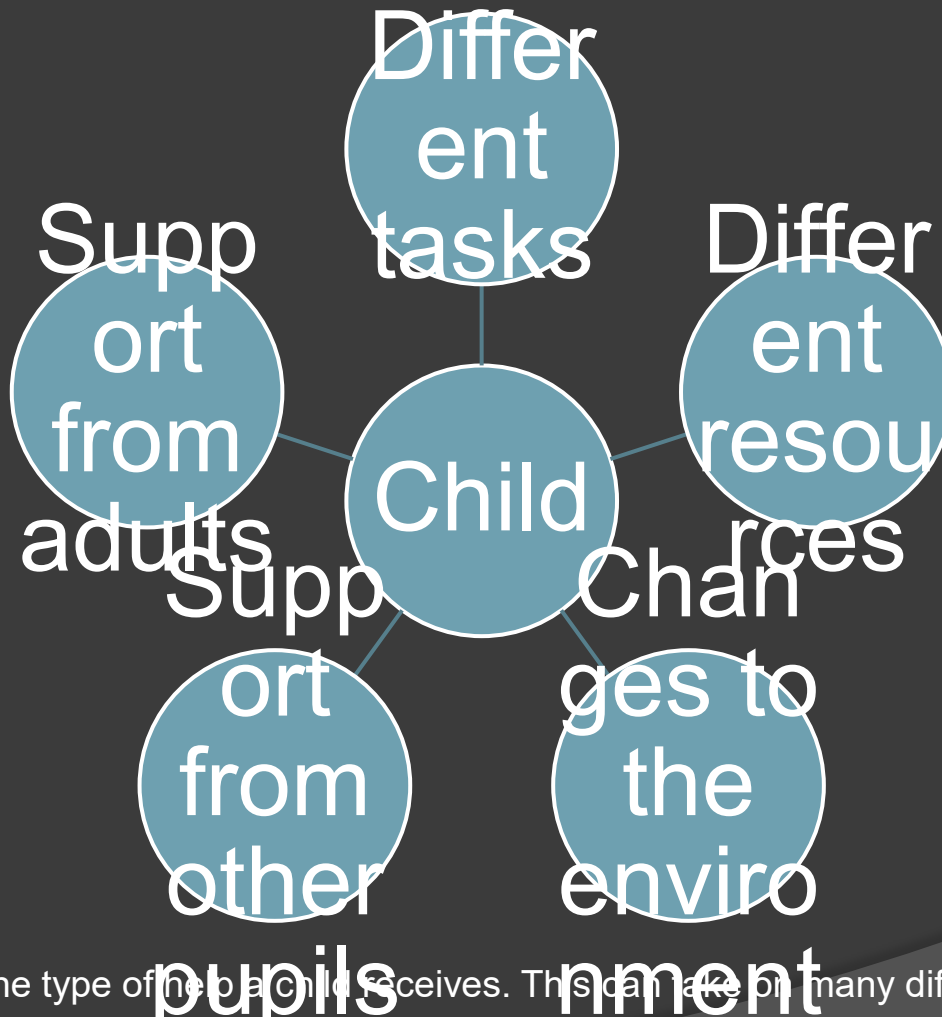
For **all** children with SEND

- ◉ **Quality first teaching**; a range of teaching and learning styles are used and that a curriculum is matched to their needs.
- ◉ Access to a range of high quality resources and scaffolding to ensure access to learning.
- ◉ All our classes are supported by teaching assistants and this allows class teachers to work with all pupils either in small groups or individually.
- ◉ **There is a range of alternative Provision available at lunchtimes to meet the needs of different pupils.**

For **some** children with SEND

- ◉ **Support in class from a timetabled Learning Support Assistant**
With a focus on building independence strategies or model positive social interaction for particular curriculum areas.
- ◉ **Small group support with a Learning Support Assistant or class-based TA.**
This is usually used to develop skills in speaking and listening, self-esteem, resilience and positive social interaction.
- ◉ **Individual focused support.** To develop areas identified by school or outside agency assessments that cannot be provided as part of quality first teaching.
- ◉ Social and Emotional Support in the 'Hub' with Specialist Staff.

What are the different types of support available for the children with SEND at the school?



'Provision' is the type of help a child receives. This can take on many different forms as not all children with SEND need the same type of support.

How will the school monitor the progress of my child?

Progress and attainment of all pupils is reviewed on a daily basis by class-based staff and adaptations are made to meet individual needs.

Learning Passports and Support Plans are reviewed each half term.

Pupil Progress Meetings every half term focus on the progress of SEN pupils.

In some cases pupils require specialist assessments outside of the National Curriculum.

Any pupils that receive additional intervention are assessed pre and post intervention to show progress.

At this point, a SEND Plan meeting will be held with parent/carers, pupil and class teacher so that additional support may be agreed to meet increasing or newly identified needs.

Pupils on the SEN Register are individually monitored and tracked.

How does the school support my child as they move between classes and schools?

All children have transition days when moving between classes or on moving from home/Nursery or to Secondary Education.

For some pupils with SEND this is sufficient to meet their needs however others may require additional support.

We offer enhanced transition including:

- Additional sessions with their new class teacher
- Extra visits to their new classroom or school and exploration of what will be the same/different
- Transition books (particularly but not solely for pupils with ASC)- see picture.

Who are the other agencies the school regularly works with?

- Educational Psychology Service- Leylla Mulisa
- Speech and Language Therapy
- Parent and Family Support Advisors (PFSA) – Emma Connolly and Jane Czerniak
- Learning Support Service – Heidi Humpage
- Somerset Autism and Communication Service
- Occupational Therapy
- Sensory Service for Children with Visual or Hearing Impairments.
- School Nurse

What further external support can be accessed for pupils with SEND and their families?

Special Educational Needs and Disability Information and Advice Service (SENDIAS)

10823 355578

info@somersetsend.org

www.somersetsend.org.uk

Somerset Local Offer

www.somersetchoices.org.uk

Integrated Therapy Service for Children and Young People

Charter House

Bartec 4

Lynx West Trading Estate

Watercombe Lane

Yeovil

Somerset

BA20 2SU

01935 848246

If I have a query or concern about the provision available for my child how can I share it and with whom?

