



MANOR PRIMARY SCHOOL

This report is published in accordance with the Special Educational Needs and Disability Regulations 2014 as outlined in the SEN Code of Practice

Manor Primary School SEN Information Report 2018 - 2019

MANOR PRIMARY SCHOOL IS A **MAINSTREAM** PRIMARY SCHOOL WITH AN INCLUSIVE ETHOS.

1. HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?

At our school, children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or pre-school setting
- Child performing below 'age expected' levels or equivalent (e.g. percentile rankings)
- Concerns raised by a parent
- Concerns raised by a teacher: for example, if behaviour or self esteem is affecting performance
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language
- Children with a Statement / EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Walsall Education Authority.

2. HOW DO I RAISE CONCERNS IF I NEED TO?

Talk to us – contact your child's class teacher about your concerns initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENCo (Special Educational Needs Co-ordinator) who is also the Head Teacher. Appointments can be arranged in person, by phone or by email.

3. HOW WILL THE SCHOOL SUPPORT MY CHILD?

- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area
- Our Head Teacher/SENCo will oversee the progress of any child identified as having SEND
- There may be an LSA (Learning Support Assistant) working with your child either individually or as part of a group. The content of this support will be provided by an Educational Psychologist, Speech and Language Therapist, Outreach or other nominated agency support.
- The class teacher will meet with you formally on at your parent meeting, in order to discuss your child's progress and the support that they are receiving
- Class teachers are always happy to discuss your child's needs if you have questions or concerns between more formal meetings. Please speak to them directly to arrange this
- An appointment can be made with the SENCo to discuss support in more detail if required.
- ISPs (Individual Support Plans) will be shared with you and your child (age appropriate)

4 WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?

We are an inclusive school that holds a child's emotional and spiritual development as a priority. The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class

THE ADMINISTRATION OF MEDICINES

- The school has a policy regarding the administration and managing of medicines, which is available on the policy page of the school website. Parents can request a 'hard copy' of this policy from the school office
- Parents need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown. A form must also be completed by the parent and medicines handed into and collected from the school office
- On a day-to-day basis, the School Business Manager will oversee the administration of any medicines. Another member of staff will always witness any administration
- As a staff, we have regular training and updates on conditions and medication affecting individual children, so that all staff are able to manage medical situations
- Staff hold first aid qualifications, which are updated regularly.

BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE

- The school has adopted behaviour and exclusion policies available on the school website. If a child has significant behaviour difficulties, an Individual Behaviour Management Plan (IBMP) is written to identify the specific issues, put relevant support in place and set targets with a view to identifying and addressing the underlying reasons behind the behaviour.
- The school works closely with outside agencies when required.
- The school has an adopted attendance policy. Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the Headteacher who may involve the Early Help Assessment Team or Children's Services if this becomes a concern. Various incentive schemes are used to promote positive attendance throughout the school including the presentation of certificates individually.

MY CHILD VIEWS

- Children who have ISPs or IBMPs discuss their progress and targets with their class teacher when these are reviewed (age appropriate)
- Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning journey.

5. HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- Our school has an adopted accessibility policy
- All areas of the school are accessible by wheelchair. One disabled parking bay is available in the staff car park.
- Accessible toilet facilities are available in three key areas of the school premises.
- If you have specific access queries or concerns please speak with us.

6. HOW WILL THE CURRICULUM BE DIFFERENTIATED TO MATCH MY CHILD'S NEEDS?

- The long term curriculum plans are available to parents on the school website.
- All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific needs. Typically, this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this might be individually differentiated
- The class teacher, alongside the SENCo will discuss a child's needs and what support will be appropriate
- Children with SEND will have access to the appropriate resources needed in order to help them to make progress e.g. phonic mats, coloured overlays,
- The SENCo reports to the Head teacher and Governors regularly to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times
- The governor responsible for SEND also meets regularly with the SENCo.
- The governors agree priorities for spending within the SEN budget, including the Pupil Premium, with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities.

Will aim to ensure that the child is making progress academically against national/ age expected levels (or equivalents) and that the gap is narrowing between them and their peers.

We want to move children off the SEN Register when they have made sufficient progress – parents will always be informed if this has taken place.

7. HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?

- You are welcome to make an appointment to meet with either the class teacher or SENCo at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home
- Every child has a reading diary where parents and school can communicate in 'informal' written form. These books are checked by school staff as often as possible
- Your child may have an Individual Support Plan that will have individual/group targets. This is discussed with you on at least a termly basis and parents are provided with a copy. The conversation will also provide suggestions as to how you can support your child's learning at home. All parents are offered a termly opportunity to participate in a learning conversation.
- When the child's ISP is reviewed, comments are made against each target to show what progress the child has made.

8. HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

- As a school we track and analyse the children's' progress in learning against national and age related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's' progress from entry at Year R through to Year 6, using a variety of different methods. Please ask the school if you require any further details.

- Pupil Progress Meetings are held each half term between each class teacher and the Head Teacher. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed
- Where specific needs are apparent, the school can request support from an appropriate outside agency e.g. Speech and Language Service.

9. HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.
- Each child's needs will be considered on an individual basis.

10. HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL OR TRANSFERRING TO A NEW SCHOOL?

- We encourage all new children to visit the school prior to starting
- For children starting in Nursery and Reception, the child and parent are invited for an afternoon to meet the teachers and see the setting. We then have a full week of induction for our reception children in September which builds confidence over several days where children, parents and staff get to know each other.
- Transition information is shared between pre-schools and other schools prior to children their start date. The Head Teacher/Teachers will visit settings where it is felt there is a need.
- We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood
- If your child has complex needs, we will hold a transition meeting.
- Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher
- At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition. Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education.

11. WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

- Within the school we have a culture of sharing good practise and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND
- The environment is designed to support children with individual needs e.g. visual timetables are in every classroom, individual workstations etc as required
- As a school we work closely with any external agencies that we feel are relevant to supporting individual children's' needs within our school including: Speech and Language, a therapist working with us every fortnight, Health services including: GPs, school nurse, CAMHS (Child and Adolescent Mental Health Service), clinical psychologist, paediatricians, occupational and physiotherapists; Children's Services including: Early Help locality teams, social workers; educational psychologists and specialist advisory teachers.

12. WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

- We look to ensure that we have a variety of skills among our staff body, in order to enable us to support children in the best possible way
- The school operates an internal training programme for support staff, facilitated by outside agencies and/or the Headteacher. Whole group sessions or bespoke support based upon the needs of both children and staff, are timetabled on a weekly basis.

13. WHO CAN I CONTACT FOR FURTHER INFORMATION?

- Please speak to the class teacher in the first instance
- General information relating to SEND can be found on the school website, including within the SEND policy. This can be found in the school prospectus on the school website
- Further information is available from the Head Teacher / SENCo
- The school has a complaints policy, which is available on the policy page of the school website
- You might also wish to visit the following website:
 - Walsall Local Offer, outlining services available for children and young people who have SEND <http://www.wald.co.uk/kb5/walsall/asch/localoffer.page>

14. WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

Please contact the School Business Manager for further information about the school and to arrange a meeting with the Head Teacher, in the first instance.

Tel: 0121 353 1738 postbox@manor.walsall.sch.uk

SEND INFORMATION AND OUTCOMES:

Number of Children with SEND

In the academic year **2018/19** - 45 children on the SEND register, which is approximately 12.6% of children on roll.

These are made up of:

- 27 receiving provision through SEND school support (class teacher led)
- 18 children receiving provision through SEND support services (e.g. Ed Psych, Speech & Lang, CAMHS)

Year 6 OUTCOMES:

11 pupils – 4 boys and 7 girls

	Reading	Writing	Maths
Average progress school	+ 2.33	+ 4.78	+ 3.24
Average progress SEND	+2.46	+3.49	+1.96
Scale score school	106	SPAG 109.4	105
Scale score SEND	102	SPAG 104.6	102.6

Our Year 6 pupils made good progress from their relative starting points as a result of high quality intervention and support.