



SEND Report for Manor Church of England Infant School **September 2016**

At Manor Church of England Infant School we have a dedicated team who strive to support all children to achieve at school. In order to do this many steps are taken in order to support them through their learning journey.

Our well trained team of teachers and Learning Support Assistants (LSAs) deliver quality first teaching to the children in our care. For some children however, there are occasions when further additional support may be needed in order to help them achieve their targets.

The Children and Families Bill was passed through Parliament and received royal sent in March 2014, and came into force from September 2014.

The government is transforming the system for children and young people with Special Educational Needs and Disabilities (SEND). The bill will extend the services from birth to 25. There are 14 questions, devised in consultation with parents/carers and other agencies which reflect their concerns and interests. These will be answered by agencies, schools and colleges to provided information to parents and carers. This is called the 'Local Offer'.

Below are Manor Church of England Infant School's responses to the questions.

1. How does the school know if children need extra help?

- We identify children with special educational needs by monitoring their progress over time.
- A child may be identified as having a special educational need if they have (a) not made the expected progress for their age and/or (b) they are not able to access the curriculum in the usual way.
- As a staff we liaise regularly across the school and will have professional discussions with the Special Educational Needs Coordinator (SENCO) and the Head Teacher.
- If a child is identified as having a special educational need they will be added to the school's Inclusion Provision Register.

2. What do I do if I think my child has special educational needs?

- The class teacher is the initial point of contact if a parent has a concern.
- If a parent still has concerns they should book an appointment to speak to the school SENCo.
- Liaise with external agencies.

3. How will the school know how my child is doing?

- All children receive first class quality teaching.
- Manor has an appointed SEND Governor. The SEND Governor meets with the school SENCO regularly to discuss the SEND provision at Manor.
- Teachers and their Learning Support Assistants (LSAs) meet to monitor and evaluate support that a child is receiving. IEP targets are reviewed on an ongoing basis.
- If a child has met their targets and is working within National expectations then they will be removed from the Inclusion Provision Register but continue to be monitored by their teacher to ensure they make progress.
- If it is decided that a child has not met their targets/requires further support then new targets are decided and new interventions are planned. The SENCO will then check all IEPs to ensure they are appropriate for the children.

4. How will you help me to support my child's learning?

- Some children may have a need which requires support from external agencies in addition to what they receive in school. These children are likely to have targets on their IEPs that have been set by other professionals and agreed by the class teacher.
- Termly meetings for children that have other agencies working with them take place.
- The SENCo monitors IEPs and offers advice and support where needed.
- The SENCo monitors all children on the Inclusion Provision Register and liaises regularly with teachers and LSAs to ensure children are making progress through the targeted support they are receiving.

5. How will we support your child?

- All children receive quality first teaching.
- Lessons are differentiated to meet the needs of all learners.

- Children with SEND receive support that is specific to their individual needs.
- The SENCO oversees all support and progress of children requiring support across the school.
- Occasionally a child may need more expert support from outside agencies such as The Children's Therapy Services or a Paediatrician. A referral will be made with parental consent and forwarded to the most appropriate agency. After a series of assessments a programme of support is usually provided to the school and parents/carers.

6. How will the curriculum be matched to my child's needs?

- When a child has been identified with SEND, their work will be differentiated by the class teacher to enable them to access the curriculum more easily.
- LSAs may be allocated to work with pupils on a 1:1 basis or in small focus groups to target more specific needs.
- If a child has been identified as having SEND they will be given an Education Plan. Targets will be set according to their area of need. These will be monitored by the class teacher and be reviewed termly. Targets will be discussed with parents at parent's evenings.
- If appropriate specialist equipment may be given to children e.g. writing slopes, easy to use scissors or pencil grips.

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

- The class teacher along with the SENCO will discuss what type of support would be appropriate.
- During a child's time at Manor, if further concerns are identified due to the child's lack of progress or well-being then other interventions will be discussed and arranged.
- Different children will require different levels of support in order to bridge the gap to achieve age expected levels.

8. How will my child be included in activities outside the school classroom including school trips?

- All children have access to extra-curricular activities and school trips. Sometimes it is necessary for additional adult support to be provided in order to enable children to gain the most from the activities on offer. This could be in the form of the child's parent/carer

accompanying them on the trip or from ensuring a child is adequately supervised by a member of staff.

- Risk assessments are always conducted prior to any trips/extra-curricular activities. Children with needs that may affect them/put them at risk of danger outside of the school building (i.e. mobility, severe behaviour or communication difficulties) are considered carefully when conducting a risk assessment in order to make it possible for them to join in with their peers on the activity.
- When/if necessary children who require additional support (i.e. physically/socially) are supported at play times and lunch times by experienced lunchtime supervisors.

9. What support will there be for my child's/young person's overall wellbeing?

- If a child requires prescribed medication throughout the school day the school can administer it. Parents/Carers are asked to complete a medical form, giving us consent to administer their child's medication.
- With regards to personal care, children are encouraged to be as independent as possible. Any child who has personal care needs is treated with respect and dignity by all staff.
- Any children that are identified as having a behavioural need have a BMP. Children with a BMP are made aware of their targets and we work with them to encourage good behaviour.
- The Assistant Headteacher is the Designated Safeguarding Lead (DSL), the Headteacher is the Deputy Safeguarding Lead, however, all staff have a duty to ensure the safety of all children in our care.

10. What training is provided for staff supporting children and young people with SEND?

- It is a statutory requirement that all SENCOS in schools are qualified teachers.
- Staff receive training from the school SENCo and external agencies including EPs, SALTs, STAs and the school nurse.

11. How accessible is the school?

- Our school is accessible for wheelchair users.
- The school has a child's toilet which is accessible for wheelchair users.

12. How are parents/carers/children currently involved?

- All parents/carers are encouraged to contribute towards their child's education.
- This may be through:
 - Discussions with the class teacher
 - Attendance at parent's evenings
 - Discussions with the SENCO or other professionals from outside agencies
- Children may move off of the Inclusion Provision Register when they have 'caught up' or made sufficient progress.

13. How can I get involved and who can I contact for further information?

- Parents can contact the school SENCO.

14. What steps should I take if I have a concern about the school's SEND provision?

If you have any concerns regarding your child:

- your first point of contact will be their class teacher. The teachers know your child better than anyone else in school and they will appreciate you coming to them to voice your concerns.
- If you feel you will need more time to talk about your concern then please arrange a time with the class teacher when you can discuss the matter in greater detail.
- In the event of your child's class teacher being unavailable you can talk to the class Learning Support Assistant.
- In the unlikely event of neither adult being available you can make an appointment to see one of the leadership team via the Administration Officer in the school office.

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

If your child is identified as having a moderate or severe SEND we can access expertise from external agencies who will support us with helping your child to make progress. We have good links with the following services/agencies:

- Parent Support Advisor (PSO)
The PSO is able to offer advice and support to families of children with SEND. He can visit them at home or meet with them at school. He has an excellent knowledge base to draw from as he is also a qualified experienced teacher.
- Speech and Language Therapy Service (SALTS)
Sometimes children start school having already received SALT. The Speech and Language Therapists visit children in our school or at local children centres/schools. They provide support for carers and teaching staff with delivering Speech and Language support to children.

- Educational Psychology Service (EPS)
The EPS supports the school with our knowledge of child development. They help staff and families with strategies and approaches to help children make progress in their area/s of need.
- Specialist Teacher Advisory Service
STAs are trained teachers and they provide practical advice for teaching staff including medical and physical mobility advice.
- Forest Park Primary School Outreach Service
Forest Park Primary School is a purpose built school in Totton for children with moderate, severe and profound learning difficulties. When needed, we work closely with their outreach teachers to gain their valuable experience in all areas of SEND.
- We also liaise with many other agencies such as medical care professionals.

16 . How will the school prepare and support my child to join the school or transfer to a new school?

Many strategies are in place to enable your child's transition to be as smooth a possible:

- A comprehensive induction programme for new Reception children.
- Discussions occur between the previous and receiving settings prior to the pupil joining or leaving.
- Additional transition visits are arranged for those children transferring to local junior/primary schools that require extra time in their new school.
- The school SENCO will liaise with the SENCOs from the receiving schools and pass on information regarding pupils with SEND.
- We write social stories with children if transition is potentially going to be difficult.
- If your child has complex needs then an IPA (Inclusion Partnership Agreement) or Education Health Care Plan (EHCP) Review will be used as a transition meeting during which we will invite staff from both settings to attend.

17. Where can I get further information about services for my child/young person?

- First point of contact should be the class teacher to share your concerns.
- You could also arrange to meet the school SENCo.
- Contact Parent Partnership:
<http://www3.hants.gov.uk/parentpartnership>