



## SPECIAL EDUCATIONAL NEEDS And DISABILITY (SEND) REPORT 2022 - 2023

**Approved by: Governors**

**Policy to be Reviewed: Annually**

*Nurturing life skills and inspiring achievement for today and tomorrow*

Our SEND Information Report booklet is a guide for parents and carers about our provision for children Special Educational Needs and/or Disabilities (we have shortened this to SEND). It lets you know how we can help your child learn at our school. This is updated every year.

Our primary school offers mainstream provision and is part of the Local Offer for education from Essex. We recommend that you access the Local Offer website at:

<http://www.essexlocaloffer.org.uk>.

More information about our school can be found on our website:

<https://www.manudenprimary.co.uk/>.

Our SEND policy can also be found on the school website:

<https://www.manudenprimary.co.uk/send/>

The SEND (Special Educational Needs and Disability) Code of Practice is statutory guidance from the Department for Education. It states: ‘The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their website about the implementation of the governing bodies or the proprietor’s policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.’

The following headings are taken from that guidance:

The kinds of SEND that are provided for:

At Manuden Primary School, we cater for all children of all abilities and pride ourselves on being an inclusive primary school. Children have SEND if they have a learning difficulty that calls for Special Educational Provision to be made for them. The four broad areas of need are:

SEN CATEGORY	EXAMPLE OF SEN NEED
<ul style="list-style-type: none"> <li>• Communication and interaction</li> </ul>	Language delay, expressive and receptive difficulties.
<ul style="list-style-type: none"> <li>• Cognition and learning</li> </ul>	Specific Learning Difference (SpLD), Dyslexia, dyscalculia, and Meares Irlen Syndrome.
<ul style="list-style-type: none"> <li>• Social, emotional, and mental health issues</li> </ul>	Autistic Spectrum Disorder (ASD) and attention deficit disorder (ADD)

MANUDEN PRIMARY SCHOOL

<ul style="list-style-type: none"><li>• Sensory and/or physical needs</li></ul>	Cerebral Palsy and Dyspraxia.
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### **The process for identifying a child's needs.**

Each pupil's education will be planned for by the class teacher as part of quality first teaching. If a pupil's needs relate to more specific areas of their education such as spelling, handwriting, numeracy/literacy skills or emotional and social well-being then the pupil may be placed in a small focus group. This may be run by the teacher or teaching assistant. The length of time of the intervention may vary according to need but will be monitored regularly. Interventions will be reviewed by the SENDCo to establish the effectiveness of the provision and to inform future planning. If a pupil has higher level needs this may result in the creation of a 'One Plan'. The 'one planning process' involves the family, child and other relevant professionals. This process will identify planned outcomes for the child and how they may be achieved. When a pupil's needs are more complex an assessment of educational, health and care needs may be undertaken by the authority and an EHC plan developed. This is developed in collaboration with the family, child, and as appropriate other relevant professionals.

### **Policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENCO**

Our school provides a broad and balanced curriculum for all our children. We ensure that the special educational needs of children are identified early, thoroughly assessed and comprehensively provisioned. If a child has a Special Educational Need or Disability, we aim to create an environment to meet that need. Our goal is to meet each child's needs through high quality teaching, effective provision, and support. This is carried out through following a growth mindset where there are no limits placed upon a child's potential and we make reasonable adjustments to meet needs as well as offering additional provision when appropriate. The level of support is regularly reviewed for both short term and long-term requirements. Please see our website for relevant policies including our Special Educational Needs and Disability Policy.

The named SENCO is Miss Todd who can be contacted either via the school office: [admin@manunden.essex.sch.uk](mailto:admin@manunden.essex.sch.uk) or [senco@manunden.essex.sch.uk](mailto:senco@manunden.essex.sch.uk)

### **Arrangements for consulting parents of children with SEND and involving them in their child's education**

There are lots of different ways for you to find out how your child is doing. All parents receive a full school report every year. There are termly opportunities for all parents to review their child's progress at Parent Consultation Evenings or Open Afternoons. We have an open door policy and parents may speak to staff members at the start or end of school or make an appointment to discuss more lengthy or private matters. For pupils with SEN Support Plans, the class teacher will contact parents termly to review progress and discuss new targets with you.

### **Arrangements for consulting young people with SEND and involving them in their education**

We believe in a child-centered approach. This means that when a child has additional needs, the thoughts and feelings of the child and the parents together with the views of school staff and relevant professionals are taken into account when making decisions about his or her education (e.g. when writing a One Plan).

### **Arrangements for assessing and reviewing children and young people's progress towards outcomes.**

The class teacher is responsible for the assessment of his/her pupils. Where appropriate, based on evidence-based assessments, the SENCO will monitor and review progress of the child and any appropriate support and provision as set out in our Special Educational Needs and Disability

Policy. If a One Plan is implemented for a pupil, the Outcomes agreed (targets), will be reviewed termly.

**Interventions may include.**

- Little Wandle Phonics catch up and keep up provision.
- Beat Dyslexia.
- Plus 1 maths.
- 1:1 mentoring.
- Lego Play Therapy.
- Individual speech and language therapy.

**Information about an Education Health Care Plan**

An Education Health Care Plan (EHCP) is for some children who have High Needs. Characteristics of High Needs may be defined as: significant and persistent learning difficulties despite access to appropriate learning opportunities and support; the provision required to meet the pupil's needs cannot reasonably be provided from within the resources normally available to mainstream early years' providers, schools and post-16 institutions. Children may have life-long learning difficulties or disabilities, across several areas of development, and will require more targeted and specialist intervention. We (or you) can request that the Local Authority carry out a statutory assessment of your child's needs to see if an EHCP appropriate.

This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer on the Essex website: <https://www.essex.gov.uk/Education-Schools/Schools/Special-Education-Needs/Pages/Special-Educational-Needs.aspx>. The LA will consider the assessment and evidence provided and determines whether they will proceed with an EHCP. Not every request leads to an EHCP. The EHCP puts in place longer and shorter-term plan of educational and aspirational goals for your child. It states the provision that we must offer your child and a budget may be attached to this to fund additional staff, resources or adaptations. The plan is reviewed annually by the LA and may not always be renewed. In school, the actions identified in the EHCP is administered by continuing One Plans at school.

### **Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood**

The class teacher is responsible for the assessment of his/her pupils. Where appropriate, based on assessments, the SENCO will monitor, and review progress of the child and any appropriate support and interventions as set out in our Special Educational Needs and Disability policy.

### **TRANSFERRING BETWEEN PHASES OF EDUCATION.**

Transferring to a new or different phase of education may prompt changes but never a restriction on receiving the special educational provision required. Please take a look at the most commonly asked questions from parents.

- 1) What happens when my child transfers from pre-school to a mainstream school setting?  
Arrangements will be made for Early Years staff to visit your child's pre-school/nursery setting before the end of the academic year. They will meet with the staff working with your child. Extra visits are sometimes arranged with key staff working with your child. The SENCO will liaise directly with the pre-school/nursery regarding the provision required for your child. All paperwork will be sent securely once your child has started their mainstream school placement.
- 2) My child is in year six. How is information transferred to their secondary school placement?  
If your child has an Educational Health Care Plan (EHCP), then a meeting is arranged between the secondary and primary school SENCO's, the child's parents, your child and outside professionals. During this meeting, information will be shared about your child's needs and the provision required as set out in their EHCP. If however, your child has a One Plan, the SENCO will liaise with the secondary school SENCO to discuss your child's needs and provision. Paperwork for children with an EHCP or a One Plan will be sent to their secondary school once your child has started their placement.
- 3) What happens when my child transfers to a new class?  
When your child moves to a different class in school, the SENCO will liaise with your child's new class teacher, share One Plans (or your child's EHCP) and discuss how provision will be implemented. Your child's class teacher will also share attainment targets and other assessments relating to your child.
- 4) What is the process of sharing information when my child moves from another school?  
If you are moving your child to Manuden Primary, the SENCO's from both schools will liaise and share information relating to your child. This information is then shared with your child's class teacher and arrangements will be made to ensure provision is in place. All paperwork relating to your child will be shared securely once they have started their placement.

## **The approach to teaching children and young people with SEND**

Our teachers provide High Quality Teaching as set out in the Essex Provision Guidance. We follow the graduated approach of *Assess, Plan, Do, Review* to ensure our provision is constantly evaluated and adapted. Sometimes, it might be beneficial for the child to receive extra provision, such as interventions delivered by a TA (Teaching Assistant) or HLTA (Higher Level Teaching Assistant) in a 1:1 or small group setting. We encourage a multi-agency approach, ensuring all aspects of a child's life are involved in appropriately supporting the child. Person-centered planning is a crucial part of making sure our children are involved in the delivery of their education.

## **How adaptations are made to the curriculum and the learning environment of children and young people with SEND**

Adaptations are made to the curriculum and the learning environment of children and young people with SEND based on the advice contained in individual pupils' Educational Health Care plans and/or One Plans. These record the recommendations of the SENCO, visiting specialists including speech therapists, specialist teachers, and educational psychologists and via referrals made to health professionals such as paediatric consultants, nurses and occupational therapists. When planning and delivering lessons, teachers ensure that activities are accessible for all groups of children. At Manuden Primary, the outside environment has fitted handrails so children can access the field from the playground safely. Ramps have been provided to the two doors that exit onto the playground. Toilets are also accessible in the main building.

## **The expertise and training of staff to support children and young people with SEND and how specialist expertise will be secured**

The SENCO attends regular SEND update meetings and training. Some TAs and HLTAs are trained to run special programmes as advised by outside agencies e.g. speech & language support. Teachers and TAs provide booster lessons and interventions in English and Mathematics, targeting children who need to make accelerated progress across the school. Once the SENCO is involved with a child, it may be necessary to seek specialist advice externally. In these instances, the SENCO will contact the parents of the child and make a referral.

## **Evaluating the effectiveness of the provision made for children and young people with SEND**

The effectiveness of the provision made for children with SEND is integral to our usual assessment arrangements, but the progress of SEN pupils is also monitored specifically by the Headteacher and or SENCO.

## **How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND**

We are an inclusive school community. No child is excluded from an activity based on his/her SEND. Children with SEND are enabled to engage in activities available with children in the school who do not have SEND by our personalised approach to considering SEND and making reasonable adjustments.

## **Support for improving emotional and social development**

Children with SEND have access to the services in school that support every child's emotional and social development. All staff are proactive in listening to feedback and monitoring and advising when specific support is needed. The SENCo offers 1:1 mentoring for pupils that require additional support for their emotional well-being. These are weekly sessions which focus on the individual emotional needs of the pupil. A pupil-centered focus allows the child to agree and work through a set of targets. These include improving self-confidence and skills linked to transitioning to secondary school.

## **How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families**

The school uses a multi-agency approach to supporting children with SEND. If a child continues to make less than expected progress, despite high quality teaching and additional provision and interventions, the school will consider involving other professional bodies. The child and their family are included throughout the process and the agencies work closely together to agree outcomes and provide effective support.

## **Arrangements for handling complaints from parents of children with SEND about the provision made at the school**

The school welcomes enquiries from parents about any matter. The procedure is to speak to the child's class teacher in the first instance or contact the school office to arrange an appointment to discuss the complaint with the SENCO or with the Head Teacher. The school will handle any complaints quickly and professionally. The Complaints Policy on the school website details the procedure for handling complaints.

## **Arrangements for supporting children and young people who are looked after by the local authority and have SEN**

At Manuden Primary school, we ensure that the teaching and learning needs of the Looked After Children are reflected in his or her One Plan. The views of Looked after Children contribute to and inform decisions about teaching and learning strategies and inform their personal targets.

## **Useful Contacts**

Essex Local Offer: <http://www.essexlocaloffer.org.uk/category/education/>

Essex Child and Family Wellbeing Service: <https://www.essexfamilywellbeing.co.uk/>

North Uttlesford School Nurse Team: 0300 247 0122

Essex Health Visiting Service: <https://virgincare.co.uk/>

Speech and Language Therapy: <https://healthwatchessex.org.uk/services/west-essex-children-s-speech-and-language-therapy-saffron-walden-virgin-care-saffron-walden-cb11-3hy/>

The Educational Psychology helpline Tel: 01245 433 293

The helpline is open every Monday afternoon during term time from 1pm to 5pm and you can talk to an educational psychologist for advice.

SEN Tribunal Service: 01325 392 760

Continence Advice: <https://www.eric.org.uk/>

National Autistic Society: <https://www.autism.org.uk/>