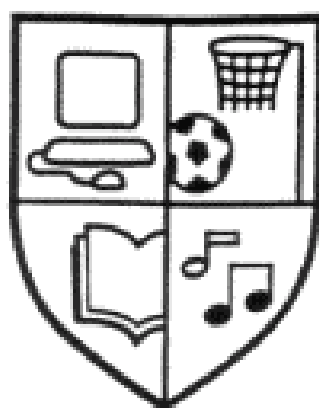


Manland Primary School

SEND Information Report



Last Review by School	Oct 2019
Next Review by School	Oct 2020

Last Review by HfL	
Next Review by HfL	

Manland Primary School SEND Information Report (School Offer)

Welcome to our Special Educational Needs and Disability Report, showing what we can offer in our school. We would welcome any feedback for this document, as we are always striving to improve and make access to our support as easy as possible. If you would like to give feedback, please contact Claire Kemp (Inclusion Leader) at admin@manland.herts.sch.uk

Please note this report is different from the Local Offer which is written by the Local Authority and outlines Hertfordshire County Council's offer for children with a SEND. Please click [Local Offer https://beta.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx](https://beta.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx) to view.

Below is a list of Frequently Asked Questions that parents may need to know when making informed choices about the school. The questions are listed first and answered below.

1. What is the Admissions Policy for children with a SEND?
2. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?
3. How will school staff support my child?
4. How will I know how my child is doing?
5. How will the learning and development provision be matched to my child's needs?
6. What support will there be for my child's overall wellbeing?
7. What specialist services and expertise are available at or accessed by the school?
8. What training have the staff, supporting children and young people with SEND, had or are having?
9. How will you help me to support my child's learning?
10. How will I be involved in discussions about and planning for my child's education?
11. How will you prevent my child from being treated less favourably than other pupils?
12. How will my child be included in activities outside the classroom including school trips?
13. How accessible is the school environment?
14. Who can I contact for further information?
15. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?
16. How are the school's resources allocated and matched to children's special educational needs?
17. How is the decision made about how much support my child will receive?
18. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

Manland Primary school is fully inclusive and welcomes applications for the admission of children of all abilities and needs, including those with special educational needs and disabilities.

Please see our The Admissions Policy and our Equality Policy on our website

for more detail.

2. How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

At Manland, we have high expectations for every pupil and we monitor the attainment and progress of all pupils frequently and consistently. Where a pupil appears to have a learning difficulty or disability that requires provision different from or additional to that normally available to pupils of the same age, the school works with parents/carers (and other professionals where necessary) to identify the needs of the pupil and how these can be best addressed. We actively involve pupils and parents/carers in decision making throughout. When we perceive that a pupil has significantly greater difficulties in their learning or development, we will work to ensure that any barriers to learning are reduced so that pupils can best access the high-quality teaching on offer across the school.

We recognise that early identification is imperative. We assess pupils through baseline testing upon entry to our Reception Class. The early identification of pupils' special educational needs is built into our overall approach when monitoring the progress and development of all pupils in our school. We inform parents/carers of our concerns at the earliest opportunity to seek their help and participation.

If a parent/carer has concerns about their child's educational needs, these should be raised with the class teacher in the first instance and a meeting with the school's Inclusion Leader (Claire Kemp) can be arranged as required.

3. How will school staff support my child?

The roles of the staff and governors at Manland Primary who are involved with children with SEND are:

- Headteacher- Mrs Wicks
- Deputy Head- Mrs Waller
- Assistant Head – Mr Comer
- Inclusion Leader – Mrs Kemp
- SEND Governor – Mrs Katharine Robertson
- Class Teachers
- Support Staff

For the vast majority of pupils, high quality teaching will enable them to achieve their educational potential. It is the class teacher's responsibility to provide for pupils with Special Educational Needs and Disability (SEND) in their class and to follow the school's procedures for identifying, assessing and making provision to meet those needs. If this requires teaching away from the main class, the teacher still retains responsibility for the pupil. Where a pupil is identified as having SEND, staff will identify the type of support that will enable him/her to make best progress. This may be through additional high-quality teaching and/or rigorous interventions which may target any of the 4 areas of need identified in the SEND Code of Practice 2015:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and physical

Where a pupil has been recognised as having a significant need in one or more of these areas, the school, in partnership with parents/carers will take action to ensure effective support is in place to meet the pupil's needs. This support may comprise of:

- Delivering high quality teaching in every classroom, where the teacher and Teaching Assistants work as a team to deliver learning opportunities
- Identifying barriers to learning and then planning extra assistance in the classroom to support the pupil and making reasonable adjustments
- Giving support, additional to and different from class teaching, delivered in small groups by trained teachers or teaching assistants
- Setting up a tailored plan with specific targets in an Assess, Plan, Do, Review cycle. This will take the form of a Personalised Learning Plan (PLP) in some cases
- Referring a pupil, with parent/carer's agreement, to external agencies for specific support and targets
- Provision maps which capture the pupil's needs and the support and interventions in place
- Applying for funding to provide for dedicated support staff to support pupils with specific needs

Our school evaluates the effectiveness of the additional support and provision through:

- Monitoring the progress of pupils receiving additional support through actions such as pupil voice, a rigorous monitoring programme e.g. intervention observation, book scrutinies, parent feedback and analysis of a pupil's attainment and progress through pupil progress meetings
- Regular meetings between the Inclusion Leader and teachers to discuss the progress of pupils with additional needs
- Sharing anonymised SEND information with governors via School. Improvement Committee meetings and liaison with SEND Link Governor
- Sharing SEND information with OFSTED when a visit takes place.
- Termly meetings (between teachers and parent/carers and their child) for pupils on Personalised Learning Plans (PLPs) to review the impact of the support and discuss the next steps for the Assess, Plan, Do and Review Action Plan. The outcomes of these meetings will be shared with all appropriate school staff

4. How will I know how my child is doing?

All parents/carers are invited to parent/teacher consultations in the autumn and spring terms and are given a written report in the summer term. Parents/carers of pupils who have a significantly greater difficulty with their learning or development will have additional meetings with teachers, including the pupil where appropriate, to discuss expected outcomes and plan the next steps in the form of a Personalised Learning Plan (PLP). This is reviewed regularly with parents/carers and pupils. We encourage parent/carers to communicate freely with teachers and the Inclusion Leader, either formally or informally. If parent/carers have further concerns they can arrange to meet the Inclusion Leader, Headteacher, Assistant Headteacher, or the Deputy. Some pupils may have a Team around the Family (TAF) which will meet as necessary.

5. How will the learning and development provision be matched to my child's needs?

Teachers differentiate learning to meet the needs of all pupils. Teachers and senior leaders have regular pupil progress meetings to ensure planned provision meets the needs of all learners. Pupils will be offered challenge in lessons, with appropriate differentiation of learning in all subjects. Where appropriate, additional staffing will be allocated to enable them to deliver appropriate and tailored support. This may take the form of intervention groups for subjects such as phonics, reading, spelling and maths or may focus on strategies to support an individual pupil's needs e.g. specialist staff training for children with ASD. Teaching approaches are changed and adapted to suit individual pupils. Additional materials such as computer programs, hands on resources and personalised learning programmes will be made available.

6. What support will there be for my child's overall wellbeing?

We see a pupil's wellbeing as vital to their progress in learning. Therefore pupils receive education tailored to their personal, social and health requirements/needs. The school has access to specialist services which are accessed through a referral system and used for a small number of pupils with specific additional needs. We also provide:

- A school council and an Eco-Committee, both of which are responsive to pupils' ideas
- Activities, clubs and interventions that encourage each pupil's physical fitness, core stability and gross and fine motor skills, and an understanding of a healthy diet and lifestyle
- Daily assemblies in which we encourage a range of skills such as reflection, self-worth, spiritual growth and empathy
- A consistent behaviour policy in operation and can be viewed on the school's website
- Groups run by trained staff to address social, emotional and mental health needs, Social Skills Groups, Emotional Literacy Groups and a

group dealing with transitional issues

- Visits from people from our local community such as the Police, School Nurse, and people to share experiences of vocational/practical jobs in the community. Visits from members of different faiths and cultures, and visitors from other cultures, charities and countries
- A medical conditions policy aimed at supporting pupils with medical conditions in school (see our guidance on medical provision). Some staff are trained in First Aid
- Relationship and sex education are taught through PHSE to teach pupils what a healthy relationship looks like
- Behaviour and risk management plans for some pupils, which identify possible triggers for negative behaviours and strategies to support that pupil, both in and outside of school

Manland school is committed to reducing and eradicating bullying issues wherever possible. Any instance is logged and taken seriously. The PSHE curriculum underpins the behaviour policy which is embedded across the school. The external agencies that support pupils's wellbeing are LINKS, the school nurse, the Communications and Autism team and Children and Adolescent Mental Health Service (CAMHS).

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

The Inclusion Leader works with our class teachers and support staff to develop skills that address pupil's special educational needs. At times the school will access external support services including:

- Educational Psychologist who provides support for specific children.
- Specific Learning Difficulties Base who provide strategies and targets for specific pupils
- Visits from the School Nurse
- Support from the Harpenden Parent Plus Team
- LINKS and Primary Support Base (PSB) for behaviour support.
- Traveller Support
- Multi Agency Team who provide support for pupils with identified Autism Spectrum Condition or more severe Language and Communication problems
- Down Syndrome Advisory Team
- Speech and Language Therapists who work with referred pupils. Two members of staff are currently undertaking Elklan training which will support us in our work with pupils with Speech and language Difficulties
- Low Incidence Team provide support for children with Physical and Neurological Impairment, Visual Impairment Team and Hearing Impairment
- Virtual School for Looked After Children.
- BME (Black Minority Ethnic) Achievement Team
- English as an Additional Language Support
- Attention Deficit Disorder Support. Specialist nurse
- Occupational Therapy advice for specific pupils

- Physiotherapist advice for specific pupils
- Specialist advice from Children and Adolescent Mental Health Service (CAMHS) for pupils experiencing specific trauma
- Great Ormond Street Children's Hospital (GOSH) for specific medical needs or treatment

8. What training have the staff, supporting children and young people with SEND, had or are having?

Staff are regularly updated on national and local developments e.g. the code of practice for SEND. If any pupil is receiving support and/or advice from an external agency, staff will be given the necessary training by the relevant agency to ensure that support is effective. This includes: -

- Opportunities are sought to ensure staff have up to date working knowledge of SEND issues and current legislation
- Training in the use of manipulatives for maths
- Training to support pupils with social, emotional, mental health and behavioural needs
- Writing and Spelling training to support those pupils who have targets from Specific Learning Difficulties Base (Specific Learning Difficulties base)
- Speech and Language training to support those who have targets from the Speech and Language clinic
- Language and Communication difficulties training to support those who have targets from the Multi-Agency Team
- Training from Occupational Therapists to support those pupils with spatial, Sensory, core stability and Gross Motor skills issues
- Training from Physiotherapist to support those pupils with physical impairments
- Dyslexia Awareness training.
- Training in how to support pupils with Down Syndrome
- Training in how to support pupils with Autism
- Training in how to support pupils who are Hearing Impaired
- Training on iPad/computer apps to support pupils with a SEND
- Precision Monitoring Intervention training
- Attachment and trauma; zones of regulation

There is staff training to ensure that all staff are fully aware and up to date with first aid and paediatric first aid, asthma and Epipen training and safeguarding.

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

As a school we recognise the importance of working in partnership with parent/carers to support their children. We provide all parents/carers with support through:

- Weekly homework for the pupil to undertake with an adult, to support the learning themes at school
- Two formal parent/carer's evenings a year for discussion of progress and support
- An end of year report to provide information for parent/carers on their child's progress
- Curriculum evenings and information evenings held to inform parent/carers of how to support their children's learning Change to – curriculum planners published termly to inform parent/carers of how to support their child's learning
- Meetings with specific parent/carers to ensure that both the school and home use the same approaches to learning and behaviour issues
- A range of parent workshops covering a variety of topics from phonics to behaviour management
- Parent afternoon sessions where parents are invited to join in with their child's learning
- Termly parent forums where parent feedback on a range of issues is raised and discussed
- Liaison with the Inclusion Leader and teachers and parent/carers about particular interventions or issues to learning, and how it can be supported at home
- A Personalised Learning Plan (PLP) for some pupils, where necessary, to provide additional support will be provided through this cycle. These are written by staff together with the pupil and parent/carers, where they decide on targets to Assess, Plan, Do and Review. These will support learning, wellbeing and mental health concerns
- A home-school book for good news and sharing of news between staff and parent/carers for specific pupils
- Coffee mornings for parents/carers of children with additional needs
- Family Support workers where necessary who have access to a wide range of local agencies and services and are able to signpost parent/carers effectively
- External Agency advice. If it is thought that further intervention is required for that pupil, the parent/carer's permission and the views of the pupil is sought to refer the pupil to an external agency. Most external agencies will visit the pupil in school
- EHCP assessment requests. If a pupil has very complex needs, we may seek to apply for an Education and Health Care Plan (EHC). The school will submit a range of evidence including parent/carer and pupil view to the Local Education Authority who will then assess whether the pupil should have an EHC plan. This will identify how much extra support that pupil may need, and how it is put into place.

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

Teachers and the Inclusion leader will liaise with parents and carers as part of a cycle of providing effective provisioning for a child with a SEND.

In ensuring effective provision for pupils with SEND the school operates a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The views of parents/carers, the pupil's own views and if relevant the advice of external support services are essential in this process. The desired outcomes, including the expected progress and attainment will also be taken into consideration

The four-part cycle comprises:

- Assess
- Plan
- Do
- Review

This process may include:

- Informal meetings between teachers and parent/carers, and pupils if appropriate
- Meetings between the Inclusion Leader and parents/carers
- Twice yearly formal parent/carer's evenings
- Half-termly meetings for specific children between staff, pupils and parent/carers to discuss a tailored target plan (Assess, Plan, Do, Review)
- Team around the family (TAF) meetings for some pupils
- Education and Health Care Plan (EHC) provision

11. How will you prevent my child from being treated less favourably than other pupils?

At Manland, we offer a broad and balanced curriculum that aims at fostering pupils' love of learning and intends for them all to reach their full potential, including those pupils with a Special Educational Need. Teachers employ a variety of teaching styles that support pupils' differing learning styles and educational needs. They create an environment where pupils can be independent and feel valued. Through the PHSE aspects of the curriculum, stereotypes are challenged and pupils learn about inclusivity of all. High expectations are held for all pupils. Pupils' progress and attainment are rigorously monitored and where there are any differences action is swiftly taken to improve the situation.

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

We are a fully inclusive school and no pupil is excluded from any activity if they can, with reasonable adjustments, be included. The school has a safe outdoor environment, in which all pupils have the opportunity to learn and play. When offsite visits are planned a full risk assessment is undertaken and

the needs of all pupils are taken into account and necessary adaptations made. Staffing ratios are considered for all off-site visits and when appropriate, additional staff accompany visits.

13. How accessible is the school environment?

The school was built in 1939 and there are a variety of levels within the building. Adaptations have been made to address the challenges this brings including:

- An internal stair lift
- Ramps are fitted to the 2 additional buildings to enable access to these classrooms
- We have a disabled toilet available
- Soundfield systems are available to support the needs of partially hearing pupils
- Teaching includes a variety of strategies including auditory, visual and kinaesthetic
- All classrooms are dyslexia friendly
- All classrooms have visual timetables
- Workstations for specific pupils where appropriate
- Sensory Room

Please see our Accessibility Plan on our website.

14. Who can I contact for further information or if I want to discuss a matter?

- Inclusion Leader
- The Headteacher
- Deputy Head Teacher
- Assistant Head Teacher
- School Website
- The Special Educational Needs Officer at County level
- Herts grid for learning website.
- Ofsted website.
- Our school office on 01582 713452

15. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

The school has good working relationships with local pre-schools and nurseries. We liaise with them in advance of a child joining our school. Where children have additional learning needs further measures are put in place to ensure the transition is as smooth as possible and where required, a personalised transition plan can be put in place. A meeting will be held for new parent/carers to discuss our expectations, procedures and policies. We run 'meet the teacher' meetings and provide opportunities for parents/carers to meet staff to learn about the expectations and curriculum of the school year for the particular year group.

If your child was to transfer to our school during the school year we would contact the previous setting to discuss any SEND needs ready for transition into our setting, we would contact any relevant professionals and have an initial meeting with parents.

In transferring to secondary school pupils with SEND often make additional visits and again close liaison between the two schools is a priority.

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

We are a well-resourced school and many resources are provided both inside and outside the classroom. The needs of each pupil with special educational needs are assessed on a regular basis and adapted as necessary.

If a pupil's needs are additional to those that we already provide then we will:

- Use the SEND budget, where possible, to provide a specific resource for individual children. Resources come in many forms including specific 1:1 and small group support from Learning Support Assistants, computer programs, adapted furniture, pupil specific material and such like
- The main resource needed may be adult support and we will deploy some of our budget to fund support, if appropriate
- The Orbit Room offers a quiet, safe space that pupils can access if necessary and a Sensory Room is being developed
- We may wish to apply for Exceptional Needs Funding to provide specific support. This is done on a termly basis through a local school's cluster which makes recommendations relating to SEND funding

17. How is the decision made about how much support my child will receive?

In deciding how we will allocate support we take into account external reports, internal assessments and the particular needs of any pupil. Our aim is to provide the resources and provision which will enable a pupil to do as well as they can whilst developing independence. We do this through a detailed analysis of a pupil's needs, their barriers to learning, stage of development, parent/carer views, their own views and consultation with their class teacher. If a pupil receives Exceptional Needs Funding, that will be used to support the pupil. If a pupil does not receive Exceptional Needs Funding then the school will identify the provision needed and endeavour to address it within the school's budget. If a pupil has specific targets from external advisors and professionals, the school will take this into account when determining how the budget will be spent.

How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

You can access the LEA Local Offer at

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx> for more information on what the local authority can provide.