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SEND Information Report

Guidance for Parents

on the Special Educational Needs and Disability (SEND)
system for children at Manor Park Academy.

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Useful Acronyms



SEND – Special Educational Needs and/or Disability

SENDCo – Special Educational Needs Coordinator

DSL – Designated Safeguarding Lead

SALT – Speech and Language Therapist

EP – Educational Psychologist

PSS – Pupil and School Support

CAT Team – Communication and Autism Team

CAMHs – Children and Adolescent Mental Health Team

IEP – Individual Education Plan



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Introduction

Manor Park Primary Academy is a school where individuals are valued and helped to achieve their personal best. Children are supported in becoming confident and independent young people, who thrive on challenges and are motivated to learn. At MPA, we are committed to adopting an inclusive approach to meeting the needs of all pupils, including those with Special Educational Needs and Disabilities. Staff work hard to deliver a rich and challenging curriculum to enable children to acquire the skills and enthusiasm needed to embrace opportunities, responsibilities and experiences of later life.

All teachers are teachers are SEND, all leaders are leaders of SEND.



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Meet Our Team



Team Leader – Mrs C. Chapman (Head Teacher)			
SEND Team	Pastoral Team	Behaviour Team	Attendance Team
Ms R. Lewis Inclusion Lead Deputy Headteacher	Miss J. Green DSL Lead Pastoral & Safeguarding Lead	Miss J. Green Pastoral & Safeguarding Lead	Mrs C. Chapman Attendance Lead Head Teacher
Mrs Brindley SENDCo	Miss J. Marinho Deputy DSL Assistant Headteacher	Mrs D. Newton Learning Mentor	Ms R. Lewis Deputy Headteacher & Inclusion Lead
Miss J. Green Pastoral & Safeguarding Lead	Ms R. Lewis Deputy DSL Deputy Headteacher & Inclusion Lead	Miss J Marinho Year 1 / 2 Phase Leader Assistant Head Teacher	Miss J. Green Pastoral & Safeguarding Lead
Mrs L. Patrick Medical Champion HLTA	Mrs S. Mahmood Deputy DSL Nursery Lead	Ms. R. Lewis Year 5 / 6 Phase Leader Deputy Head Teacher	Mrs J. Guinness Attendance Officer
Miss A Begum/ Miss F Begum SEND TA/ASD Champion	Mrs R. Day EYFS Lead	Mrs N. Brindley Year 3 / 4 Phase Leader SENDCo	Mrs D. Toussaint-Wright Office School Manager



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What is SEND?

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. According to the SEND Code of Practice (2014), a child of compulsory school age or a young person has a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age.
- Has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.





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What is SEND?

At MPA, we recognise that children's needs and requirements can be broad, diverse, and complex. Special needs can include children of all academic abilities and pupils with emotional and physical needs which may affect their educational entitlement. These needs fall into four broad categories:

Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and/or Physical Needs
e.g. Autism Spectrum Disorder, Speech and Language needs	e.g. Moderate Learning Difficulty, Specific Learning Difficulty, Dyslexia	e.g. Anxiety Disorder, Obsessive-Compulsive Disorder, Attention Deficit Hyperactivity Disorder	e.g. Hearing Impairment, Visual Impairment, Physical Disability, Medical Needs



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Identification of SEND



The early identification of children's needs is extremely important here at MPA and thus, children are identified and / or assessed as having a special educational need through a variety of ways. These include:

- Rigorous tracking of termly progress and identifying any specific areas of concern.
 - Teacher observations and ongoing teacher assessments.
 - Discussions during pupil progress meetings.
 - Transition information passed on from previous school setting.

Staff can discuss concerns and seek advice from the SENDCo at any time. Where necessary, staff will complete our **internal referral process**. The SENDCo will act appropriately depending on the child's needs. This may include a referral to external agencies. Any concerns will be shared with parents/carers at the earliest opportunity and consent must be given before any external action is taken.

Should a parent have a concern about their child, they should initially make contact with the class teacher.



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SEND Provision at MPA

Here at Manor Park, our provision is categorised into 3 key areas:

Universal Provision	Targeted Provision	Specialist Provision
<p>Quality First Teaching (QFT) - provision received by every child.</p> <p>All staff are responsible for ensuring that universal provision is delivered at MPA.</p> <p>QFT is present in every classroom and adapted to meet the needs of the class.</p> <p>For some children, QFT and short-term specific intervention will be required.</p>	<p>For children who are not making the expected progress, despite reasonable adjustments made at universal provision.</p> <p>Children at this level of provision are placed on the SEND register and receive an IEP detailing smart targets.</p> <p>In-depth assessments to establish area of need with ongoing, specific support to address SEND.</p> <p>Specialist support from external agencies.</p>	<p>Children at this level of provision have an Education, Health and Care Plan.</p> <p>Support offered is over and above, additional, and different.</p> <p>Highly personalised and closely monitored specialist provision.</p> <p>Continuous specialist support from external agencies.</p>



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SEND Provision at MPA



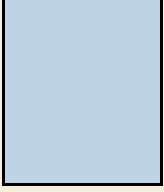
	Universal Provision	Targeted Provision	Specialist Provision
Cognition and Learning	<ul style="list-style-type: none"> Adaptive teaching and learning planning, delivery and teaching styles. Varying levels of support. Use of a wide variety of practical resources. 	<ul style="list-style-type: none"> IEP In-class additional support. Focused targeted interventions (e.g. phonics, Lexia, Fresh Start, Precision Teaching) 	<ul style="list-style-type: none"> Involvement from external professionals (EP/CAT/PSS) EHC Plans/SSPP Additional interventions to support need. Personalised learning area and curriculum.
Communication and Interaction	<ul style="list-style-type: none"> Differentiated planning, activities, delivery and teaching styles. Modelling and demonstration. Visuals to support learning. Structured routines. 	<ul style="list-style-type: none"> Interventions to support social engagement and communication. (Nurture group, Lego therapy, Pastoral Support) 	<ul style="list-style-type: none"> Involvement of Speech and Language Therapist Regular interventions and packages of care from professionals. EHCP/SSPP Plans ASD support
Sensory and/or Physical	<ul style="list-style-type: none"> Specific seating arrangements. Pencil grips. Differentiated equipment. Brain / movement activities. 	<ul style="list-style-type: none"> Administering Medicine Training for named staff. Recommendations followed from medical team / community nurse team. 	<ul style="list-style-type: none"> Involvement from outside services for advice and recommendations: school nurse, GP, paediatrician, OT, hearing and visual impairment team, PDSS EHCP/SSPP
Social, Emotional and Mental Health	<ul style="list-style-type: none"> Whole school policies: behaviour, anti-bullying, safeguarding Reward systems Regular PSHE lesson Whole school rules of 'Everybody has the right to learn' and 'Everybody has the right to feel safe'. 	<ul style="list-style-type: none"> Small group interventions to support pupils in self-regulation, self-management skills. Interventions to support social engagement and communication. 	<ul style="list-style-type: none"> Sessions with Starfish Mentoring Sessions with Emotional Learning Mentor Involvement from CAMHS IEP/EHCP/SSPP or Pastoral Action Plan



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SEND Interventions at MPA

	Cognition and Learning	Communication and Interaction	Sensory and/or Physical	Social, Emotional and Mental Health
Techniques	Precision Teach One to one tuition Priority Readers Speed Sounds Interventions Scaffolding Pre teaching Visual Print	Welcomm Screening and Booster InPrint Total communication approach	Sensory breaks Sensory equipment Sensory Circuits Sensory Room Fine motor activities	Communication friendly environment Restorative approaches Pastoral Team Dynamis Escalation Strategies
Formal Programmes	Lexia Fresh Start Phonics RWI Phonics SCERTS Colourful Semantics	Small Group Auditory Memory Intervention 1:1 speech and language therapy Colourful Semantics	Sensory diets – individual sensory programmes lessons OT interventions	1:1 Emotional Regulation Coaching Chess Club Lego Club Starfish Mentoring Programmes (1:1/group)





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Assessment and Review

Careful considerations are made when assessing and reviewing the progress of SEND pupils. At MPA we:

- Use NTS (National Test Style) assessments which provide standardised scores which are compared to age related expectations.
- Use the Engagement Model to support and assess some of our most high need learners and monitor their progress through the Autism Progression Framework.
- Ensure extra provision is in place during assessment to meet children's needs
 - Scribe, extra time, enlarged visual access, movement breaks





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Children on our SEND register are provided with their own **IEP or Pastoral Action Plan** which summarises the ways they like to be supported, what they like and their wishes for the future. These include personalised targets which are worked on weekly with teachers – either individually or in a small group.

Following the **graduated approach**, pupils with SEND are assessed using the **assess, plan, do, review cycle**. This happens at least **three times a year**. Online assessments are completed on the **Online Toolkit Tracker**.

Parents are welcomed to attend SEND progress meetings, parent teacher consultations, alongside an annual renewal process with the SENDCo and professionals throughout the academic year.



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External Agencies

Here at MPA, we work with a wide range of external agencies in order to support children's needs. These include:

<p>Educational Psychology They assess difficulties children have with their learning and provide advice and training. They recommend methods and strategies to help a child learn more effectively.</p>	<p>Pupil School Support Work to deliver positive outcomes for learners through evidenced interventions and direct support of pupils. Help schools to build capacity and remove barriers to learning.</p>	<p>Speech and Language Therapy Provides treatment, support and care for children and adults who have difficulties with communication, or with eating, drinking and swallowing.</p>
<p>Communication and Autism Team They provide an assessment of children with Autism. They recommend strategies and training to help a child learn and communicate more effectively.</p>	<p>Occupational Therapy Aim to improve ability to do everyday tasks children have difficulty with. They provide exercise/mobility programmes.</p>	<p>Physical Difficulties Support Service Qualified teachers with a specialism and expertise in supporting children with physical difficulties in mainstream nurseries and schools.</p>



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Transition

Many strategies are in place to support the smooth transition to a new school/class for pupils with SEND.

These include:

- Discussions between the previous or receiving schools/class prior to the pupil joining/leaving.
- Transition meetings between previous and new teacher. All SEND information will be passed onto the new class teacher.
- All pupils attend a transition session where they spend some time with their new class teacher.
- Additional visits are also arranged for SEND pupils who need extra time in their new setting.
- MPA SENDCo liaises with secondary schools to pass on information regarding SEND pupils.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with the secondary school SENDCo, the parents/carers and where appropriate the pupil.



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Staff Training

Staff at MPA partake in continuous professional development to ensure that they are well equipped to teach children with special educational needs. This includes whole staff training on the SEND Code of Practice and Graduated Approach.

Examples of staff training include but are not specific to:

- Epi Pen and Asthma Training
- Quality First Teaching
- Occupational Therapy Courses
- Dynamis
- SCERTS



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Support of Parents

What do you do if you think your child has SEND?

In the first instance, please speak with the Class Teacher, who will be able to provide information about your child's progress and attainment. Where necessary, the Class Teacher may make an internal referral to the SENDCo.

The SENDCo will be able to advise you on the specific provision that is in place for your child. The SENDCo may need to make referrals to a range of outside agencies to help your child achieve his/her potential. Referrals will always be done in an open and transparent way following an in-depth discussion with parents/carers.



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Complaints

In the unlikely event that you would like to register a complain, please refer to the Manor Park Primary Academy complaints procedure, available on [ourschool website](#).