

# SEND Information Report 2023-2024



**MANOR**  
MULTI ACADEMY TRUST

*Review Date:* .....

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and Interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and Learning, for example, dyslexia, dyspraxia,
- Social, Emotional and Mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or Physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

### **How do we identify pupils with SEND?**

All staff are responsible for identifying children with special education needs. Class teachers are responsible for the progress of all pupils in their class. The progress made by all pupils is regularly monitored and reviewed.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make termly assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

### **How do we involve pupils and parents?**

We will have an early discussion with the pupils and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEN support.

When a child has been identified as having SEND, termly review meetings are undertaken allowing parents to discuss outcomes and review their child's progress. As part of this review, activities that can be completed at home will also be shared. All IEPs and targets will be copied and sent to parents after the meeting. Regular communication between school and home will ensure that concerns are promptly acted upon.

### **How do we assess and review the progress of pupils?**

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behavior
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents

- The pupil's own views
- Advice from external support services, if relevant

### **Can the school request an EHCP?**

For a child not making adequate progress despite a period of intensive support, the school, Inclusion Support and parents may request an application for an EHCP. The SENCO liaises frequently with a number of outside agencies such as Inclusion Support and Sandwell Speech and Language Services. Parents' consent is required for an outside agency to become involved.

A Community Assessment Meeting (CAM) will be held for the child. This is a person-centered approach which involves all professionals and agencies involved to meet together with the parents and if appropriate the child, to discuss progress, next steps and create actions to support the child. If at the end of the CAM meeting it is decided that everyone present feels an application for an EHCP would be in the best interests of the child, then the school SENCO will start the application procedure.

### **How do we support pupils moving between phases and schools?**

Arrangements for transitions are made, between settings or within school (between year groups or key stages) and as they leave the school to make the move to their next school. The SENCO, class teachers and support staff along with parents and any other professional (if appropriate) discuss the needs of each child with the previous/next setting. Resources are organised so that they are in place for when the child joins the school. Individual transition programmes are arranged and supported by the school as necessary. The SENCO will also invite receiving schools to Annual Review Meetings when necessary. When a new child registers at school, the SENCO will communicate with a child's previous school to ensure any concerns are acknowledged.

## **What is our approach to teaching pupils with SEND?**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. A small number of pupils require highly individual, personalized programmes of learning, these are planned through on-going discussions between the class teacher and SENCO, along with advice from other professionals e.g. Educational Psychologist.

### **Adaptations**

We make the following adaptations to ensure all pupils' needs are met:

- Adapt teaching to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

The Accessibility Plan includes details on how the environment has been adapted to meet identified needs. Children with SEND will access support within lessons as appropriate and sometimes interventions outside lessons depending on their individual needs. Details of any arrangements that are additional to and different from the usual curriculum will be recorded on provision maps and evaluated on a termly basis.

### **Expertise and training of staff**

Our SENCO completed the National Award for SEN Coordination in 2018.

In the last academic year, staff have been trained in:

- Teaching SEND pupils
- Positive Handling
- Identification of SEND
- Emotion Coaching

### **How do we evaluate the effectiveness of SEND provision?**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 10 weeks
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

### **Can children with SEND access extracurricular activities?**

All our extracurricular activities and school visits are available to all our pupils. All trips should be inclusive by planning in advance and using accessible places. Appropriate risk assessments are also completed prior to the trip or activity. All pupils are encouraged to take part in sports day/school plays/workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability. Children with additional educational needs are considered for admission to the school on the same basis as for children without additional educational needs. The P.S.H.E. curriculum includes issues of disability, difference, and valuing diversity. Teaching staff work with the children to understand the impact of the words they use and deal seriously with derogatory name calling related to special educational needs or disability.

### **What do I do if I have a complaint?**

The partnership with parents is a particularly important aspect of provision for children with SEND. As a school, we hope that through this partnership, the number of complaints will be very few. The complaints procedure is as follows:

1. Parents are asked to discuss their concerns as early as possible with the class teacher so that appropriate action can be taken.
2. Should there be continuing difficulty the class teacher would arrange a meeting with the class teacher and SENCO/ within an agreed time.
3. If parents remain concerned, a meeting should be arranged with the Head teacher within an agreed time.
4. Finally, complaints should be referred to the governing body.

Parents should feel confident that all concerns or complaints will be dealt with sympathetically at each stage. Should parents feel their complaint has not been dealt with they may approach the Local Authority.

### **Contact details of support services for parents of pupils with SEN**

Sandwell SEND IASS  
(Formerly Sandwell Parent Partnership)  
Greets Green Children's Centre  
West Bromwich,  
West Midlands,  
Tel: 0121 500 4010  
Website: [www.actionforchildren.org.uk](http://www.actionforchildren.org.uk)

The school is happy to advise parents of support that may be available for parents with children with specific needs on an individual basis. Leaflets are available on request.

### **The local authority local offer**

Our local authority's local offer is The LA Local Offer is available on the council website

[www.sandwell.gov.uk/SEND](http://www.sandwell.gov.uk/SEND)