



Special Educational Needs and Disabilities

At The Manor C of E Primary School we are committed to providing high quality education for all our pupils. We believe that all pupils should be given the opportunity to aspire, believe and achieve to become the best that they can be. We recognise that every child is unique and our shared aim is to give our learners the tools they need for a successful future.

We believe that all children, including those identified as having Special Educational Needs or Disabilities (SEN&D), are entitled to an inspiring, broad and balanced academic and social curriculum and that they should be fully included in all aspects of school life. All teachers and support staff strive to ensure their practice is inclusive to help all children succeed and to remove any barriers to learning.

All pupils who apply to The Manor C of E Primary School are admitted without prejudice and in accordance with LA arrangements for providing placements for children with SEND. Our school building has been designed so that pupils and parents/carers with disabilities have access to all areas. Access points to the school building are on gently sloping surfaces and there are wide doorways. There is also disabled toilet facilities in the school.

Who can I talk to about my child and difficulties they are experiencing with learning or SEN&D (Special Educational Needs and Disability)?

Class teachers are always the first point of contact if you have a query or concern about your child's progress or development. The class teacher is responsible for checking your child's progress and overseeing any additional support your child needs including targeted work or letting the Inclusion Lead know if there are concerns. They will discuss those concerns with the parents/carers and then, if necessary, with the Inclusion Lead.

The Inclusion Lead (Mr Ferris) works to make sure that everyone at The Manor C of E Primary School is committed to our principles of recognising individual needs and to sharing what we do with our community. He oversees the support for children with

SEN&D and is responsible for the development of our school policy to ensure pupils receive a consistent, high quality response to meeting their needs in school. We work hard to ensure pupils and parents/carers are involved in supporting learning and at all times kept informed about the support they receive. All staff are supported by the Inclusion Lead and our C4L network so they can help pupils with SEN&D achieve the best possible progress. Support may also include liaising with future providers of education to ensure a smooth transition to KS3 or with other professionals such as Educational Psychologists or Speech and Language Therapists. Before a child with SEN&D starts at The Manor C of E Primary School, we work with parents/carers and other people who have worked with the child previously to plan how we can best meet their needs.

How are pupils with SEN&D supported at The Manor C of E Primary School?

At all times we aim to support pupils in class on a daily basis through the use of high quality, personalised approaches known as **Quality First Teaching**. This means:

- Every teacher has high expectations for every pupil in their class.
- Teaching is based on what pupils already know, can do and understand
- Active and interactive approaches are used to fully involve and motivate pupils in class.
- Where necessary, specific strategies, equipment or other adaptations (which may be suggested by the Inclusion Lead or other professionals) are used to help pupils learn.
- Class teachers carefully monitor and identify gaps in learning and provide extra support when needed to help pupils make the best progress.

This approach is used for all pupils in our school as part of our commitment to providing excellence in the classroom.

Sometimes, as part of our **Graduated Response**, children need a more targeted approach and benefit from specific **intervention** in a group or on a one to one basis. Where pupils are identified as needing an increased level of support, parents/carers will be involved in discussions to plan for possible ways forward. At the heart of our additional provision, we are developing opportunities for **pre-learning and over-learning**. Examples of other interventions available at The Manor C of E Primary School include: Sand Tray Therapy, Forest School, Mentoring, Speech and Language Therapy, social skill development programmes, Fresh Start Phonics and physical skill development programmes.

Sometimes specialist equipment and resources are used to support learning such as:

- Seating cushions
- Recording devices
- Coloured overlays
- Apps and computer software
- Visual timetables
- Workstations
- Countdown timers

- Writing slopes

When a child is identified as having additional needs or has a diagnosis of SEN&D, they will need to have a **Personal Passport** (Assess, Plan, Do, Review). These are 'Child-Centred' working documents that are reviewed by the child, teacher and parents every term. All stakeholders will work together to think of some personal SMART targets (specific, measurable, accountable, relevant, time specific). Once all the targets are agreed, all parties must sign the Passport and the targets are then reviewed after 6 weeks.

If your child has been identified by the class teacher, Inclusion Leader and outside agencies as needing a particularly high level of individual or small group teaching which cannot be provided from the budget available to the school, then an application for an **Education Health Care Plan** may be made. This type of support is available for children with specific barriers to learning that are severe, complex and lifelong and cannot be overcome through Quality First Teaching or intervention groups without a considerable amount of support. Usually your child will also need specialist support in school from a professional outside the school such as the Inclusion Support Service, Behaviour Support Service or Sensory Support Service (for students with a hearing or visual need) or other professionals such as the Educational Psychology Service, Speech and Language therapy Service or CAMHS. Further information about the EHCP application can be obtained from the Inclusion Leader or South Gloucestershire Council.

Where can I get extra support?

There are a number of parent support groups, please do not hesitate to come into school to be given details of these. Our Parent-Link worker (Mrs Sarah Harris-Tucker) or Senior Leadership Team (Mrs Flanagan or Mr Ferris) can offer support around concerns with behaviour, domestic violence, financial difficulties or similar concerns South Gloucestershire's parent/carer forum is Supportive Parents. This is an umbrella organisation for all parents and carers of children & young people with Special Educational Needs, disabilities and complex medical needs. They can be contacted through www.supportiveparents.org.uk

South Gloucestershire publishes a '**Local Offer**'. This outlines the services and resources provided beyond the school. Parents and Carers can find out about the council's local offer by visiting www.southglos.gov.uk/localoffer

What do I do if I'm not happy with a decision or what is happening?

Please contact the person who is responsible for the decisions or actions you are unhappy with such as the class teacher or the Inclusion Leader. If you are not satisfied with the response then you should follow the school complaints procedure and contact the Head Teacher. Should we be unable to resolve your complaint a meeting will be arranged with the SEN&D School Governor. Details of how to make complaints can also be found on the above South Gloucestershire [website](#).