

SEN provision for Children and Young People at Manor Primary School

Date: May 2016

As part of the Children and Families Act 2013, Local Authorities are required to publish a '**Local Offer**' which sets out support that is available for children and young people with SEN in the local area.

Newham's Local Offer is available *on the Newham Website* and tells parents how to access services in their area and what to expect from these services.

Alongside this, schools are required to publish information about their arrangements for identifying, assessing and making provision for pupils with SEN.

This is the Local offer for Manor Primary School. It describes the arrangements we make that are 'additional and 'different 'for pupils with SEN. This information has been produced together with parents, carers and our children and young people and will be reviewed annually.

The following information outlines the support and provision pupils with SEN can expect at Manor Primary School.

Manor Primary School is a vibrant learning community where everyone is enthusiastic, motivated and valued. We offer a warm welcome to all in a secure, nurturing environment that is both creative and stimulating. We develop enthusiastic learners, who are independent and creative thinkers with open, enquiring minds.

Our children are motivated, confident and responsible learners and citizens. Our staff is committed to developing and enabling children to be confident in their abilities, to encouraging high expectations and nurturing aspirations. Our parents and carers are involved and supportive; not only with the education of their own children but with the school as a whole. Our governors are actively involved and positively challenging.

By maintaining the highest expectations of ourselves and of others, we provide opportunities to enable everyone to fulfil their potential. We believe in the future of our school community.

When children leave Manor Primary School they will:

- be confident in their abilities, and have a belief in themselves, enabling them to make positive choices;
- be enthusiastic and engaged learners that have the ability to use and apply the knowledge and skills learned;
- be respectful of themselves, of others and of the environment they live in.

The diagram on the next page illustrates the schools graduated response to children's needs. It shows the standard offer of teaching, learning and care for ALL pupils, the additional provision which may be needed by some pupils and the specialist provision available to the few children with significant or complex needs

Date of Review: July 2017

The Manor Primary School Offer

ALL pupils will access:

A balanced and broadly based curriculum which is achieved through:

- In-class support by Teaching assistants.
- Targeted and tracked small group/individual withdrawal to address literacy and numeracy needs through wave 3, Turnabout, Social skills groups and language enrichment groups.
- Differentiation of learning outcomes.
- Access to Learning Mentors and Enrichment activities.

Some pupils with additional SEN needs will

Access:

- Input from the Speech & Language Therapy Service
- Input from educational psychology service
- Language, Communication and Interaction Team
- Behaviour Support Service
- Counselling
- Support from the visual impairment team
- Support from the Hearing impairment team
- Support from the Child and Family Counselling Service.
- Input from the Occupational Therapy service.



Flagship School

A few pupils with complex or significant needs will access:

- Higher Needs Funding, supported by a child centred annual review.
- Targeted 1:1 support
- An individualised curriculum to meet their needs that is guided by individual and formative assessment using B squared and target tracker.
- Use CASPA children will have challenging targets that compare progress to similar children nationwide
- Access to a sensory and soft play room

Manor Primary School is fully committed to Inclusion.

We use the definition of Special Educational Needs (SEN) stated in the SEN Code of Practice:

“Children have SEN if they have a learning difficulty which calls for special educational provision to be made for them.”

Children have a learning difficulty if they have significantly greater difficulty in learning than the majority of children of the same age. This difficulty may be academic (reading, writing, spelling, numeracy), emotional, social, behavioural or physical.

The school and its governing body is fully committed to the following aims:

- All students will receive a broad and balanced curriculum, relevant to the needs of the individual. Access to the curriculum is therefore facilitated by whatever means necessary to ensure that children can reach their full potential and enhance their self-esteem.
- Students with SEN are fully integrated into the life of the school and the curriculum, recognising the strengths of every individual as well as any areas of development, and ensuring all contribute to the social and cultural activities of the school.
- Early identification, assessment and intervention of SEN are recognised as key to meeting the needs of individual students.
- We work closely with parents to listen to their views so as to build on students' previous experiences, knowledge, understanding and skills so that they develop in all aspects of the curriculum.
- We meet the needs of all students who have SEN by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.
- We endeavour to remove barriers to learning and participation that can hinder or exclude students with SEN.
- We believe that all practitioners are teachers of students with SEN and differentiate according to the needs of the students in their care.
- We believe in equal opportunities and try to meet the physical, emotional and intellectual needs of all our students. This policy should therefore be read alongside our Equality Scheme.
- Students who make slower progress will be given carefully differentiated learning opportunities to help them progress.
- Monitoring the progress of all students is an ongoing process which enables early identification of any students who may require additional or different provision to be made.
- We endeavour to ensure that an inclusive environment is created and fostered where all members of the school community respect and care for each other.
- Staff in the school are aware of the importance of identifying and providing for those students who have SEN.
- We try to ensure that parents/carers are aware of the SEN provision available in the school and that they are encouraged to be actively involved in their child's progress.

We are committed to the early identification of students with SEN so that appropriate interventions can be put in place as quickly as possible.

- Identification and assessment are ongoing and all staff contributes to the identification of needs. Any member of staff can express an initial concern, this is then acted on by the class teacher and Inclusion Manager.
- More detailed observations and assessments are made as a result of an initial concern, we can then identify and implement the appropriate strategies for the student.
- Progress reviews are carried out termly for students on the SEN register. In consultation with parents/carers and the pupil IEPs are reviewed and up-dated.
- Regular Inter-Agency Meetings with external agencies are held to discuss the potential barriers to learning that children face.
- Once identification, assessment and intervention have taken place, students and parents/carers are kept regularly informed by a variety of means: e.g. personal contact, reports, progress reviews and annual reviews.
- Assessment is an ongoing part of teaching and learning and analysed to identify individuals or groups of students requiring support.
- Further diagnostic assessment is carried out where necessary, outside agencies may contribute to these assessments e.g. Newham Learning Support and Development Team, Behaviour Support and Development Team, Educational Psychology service, Speech and Language Therapy.
- The SEN register of need is reviewed termly and updated.
- Annual reviews for students with a Statement of Special Educational Needs or with Higher Needs Funding are carried out yearly. All teachers contribute to the annual review process.

Responsibility for Special Educational Needs

- We believe that all practitioners are teachers of students with SEN and differentiate according to the needs of the students in their care.
- The Governing Body has overall responsibility for Inclusion and Special Educational Needs provision.
- The Head teacher, Kate McGee, has responsibility for Inclusion and Special Educational Needs provision at Manor Primary School.
- The named Special Educational Needs governor is Isobel Darling.
- Mrs Spence is the named Inclusion Manager.

The views of students are taken into consideration at all times and every effort is made to ensure that support is planned in consultation and agreement with them. Annual review targets and IEPs are written in agreement with the student and they are involved in their review along with their parent/carer.

We value the contribution that parents can make and believe that the most effective way of working with students with SEN is where the parents and the school work in partnership.

‘Parents hold key information and have a critical role to play in their children’s education’ – COP Jan 2002.

Parents have a vital role to play and it is therefore important to ensure that information is accessible, that they feel welcomed in the school, and that their views and contributions are sought and encouraged.

Parents are kept informed by a variety of means, e.g personal contact, reports, progress reviews and annual reviews. Parents are encouraged to keep in contact with the SENCo through telephone calls, email or meetings.

For more information about the SEN provision at our school please follow these links:

- Information about how the school is compliant with its duties under the Equalities Act 2010
- Details of the school’s pupil premium allocation and plans to spend it in the current year; and, for the previous year, a statement of how the money was spent and the impact that it had on educational attainment of those pupils at the school in respect of whom grant funding was allocated
- Details of the school’s policies on behaviour, Inclusion and disability provision