

Manor Primary School SEND Information Report

This is a report to inform parents of the provision that Manor Primary School offer to the SEND children that attend the school. You will find details of the strategies and resources we use as a school and involvement from outside agencies.

Who is responsible for SEND children at Manor Primary School?

- All members of the teaching staff and support staff
- The Inclusion Manager, Jo Ince
- The Headteacher, Kate McGee
- The SEND governor,

Members of the senior leadership team

'Manor Primary School is a very inclusive setting for all pupils, with the school being committed to making sure that all children's needs are met. Children enjoy coming to this school and are highly motivated by lessons,'
Manor Primary School
Inclusion Quality Mark
Flagship Report 2018

To contact Jo Ince ring the school on 020 8534 2238 or email her at joanne.ince@manor.newham.sch.uk

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Questions	School Response
What kind of special educational needs are provided for at Manor?	We welcome all children at Manor regardless of their needs. We have a range of SEND pupils on role including children with ASD and PMLD.. As we are a three storey Victorian school we do not have good facilities for wheelchair users but are committed to make reasonable adjustments in order to welcome pupils.
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?	Special needs can be identified by staff, parents, outside agencies or by the pupil themselves. Usually special needs are identified through parents'/ carers' views, or concerns from class teachers. We use our ongoing assessments to identify any children that may have additional needs. We also use records and information that is passed to the school from outside agencies
How is the curriculum matched to pupils needs?	At Manor we have an inclusive curriculum. All children will be planned for through reflective and appropriate differentiation. Class teachers ensure that all pupils have work that is matched to their ability and moves their learning on. We also have targeted interventions for pupils that may need extra support. Pupils with higher needs have the curriculum tailored to their specific needs. In 2018 we are running an inclusion class to help support children with significant needs in a social and stimulating environment.
How does the school know whether pupils are making progress?	All pupils are monitored and assessed which is an ongoing process. Our staff uses formative and summative assessments to help them monitor the children's progress. Class teachers and the senior leadership team keep updated record of the children's progress to check that children are making progress and also to target any children that may need extra support. Throughout the year, class teachers have Pupil Progress Meetings with the Senior Leadership Team to discuss the progress the children have made. At the beginning of the year each pupil is given a target they are to reach by the end of the year. The class teachers also meet with the Inclusion Manager to review the progress and needs of children that have extra or additional needs. The subject leaders also monitor their subjects. Outside agencies will also review any programmes that they have set for the children on a regular basis. The children are encouraged to track their own progress through targets that they set for themselves as well as the ones set by the teachers. This leads to conversations with their class teacher about the progress that they are making.
How are parents/ carers informed about how their child is doing?	Parents/ carers may be informed through informal conversations with the class teacher before or after school or by telephone. We have a parents evening every term for the parent/carer to talk to the teacher. We have an annual open day where the parents/carers are invited into school to see their child in their class environment. Manor also has formal reports that go out twice a year to inform parents about their child's

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	<p>learning and progress. As part of our behaviour management system we have certificates that go home when a pupil has shown exceptional progress or effort over a day. Children with High Needs Funding or Education, Health and Care Plans will have a child centred annual review with the Inclusion Manager, any outside agencies involved with that child and the class teacher. Parents/carers will also get reports on progress from outside agencies. Any child on the SEND register may have an Support Plan with targets that are reviewed termly.</p>
<p>How does the school help and prepare the parents/ carers of pupils with SEND to support their child at home, according to their needs?</p>	<p>Parent/carers are always welcome to talk to the Inclusion Manager, their child's class teacher or support staff about what they can do at home. If they require more support at home then we can arrange referrals to various agencies. To do this they will need to speak to the Inclusion Manager. Parent/carers can receive support from outside agencies that come into school to work with their child. The outside agencies will share techniques and strategies and talk through the programme/s that their child is receiving in school.</p>
<p>What arrangements does the school make to support pupils transferring to or from another school?</p>	<p>For the year 6 to year 7 transition the Inclusion Manager and Deputy Headteacher meet staff from the local secondary schools at the Newham Borough transition meeting. This meeting gives our staff a chance to sit down and talk about the SEND children and any other vulnerable children. For the High Needs Funded children their secondary school is identified in the year 5 annual reviews. When the child gets to year 6 they then have the opportunity to have additional visits to their new school to help them learn about who will help them and how to get around the building. Any child with complex needs will have a transition programme tailored to their individual needs. For a child moving to Manor the family will have an admission meeting with the Child Welfare and Inclusion Officer. During the meeting the parent/carer will have the opportunity to talk about their child and any concerns they may have as well as a tour of the school and an opportunity to meet staff. We will also work closely with the previous school to get background information about the child. In Newham we have other arrangements for transfers such as a managed move which would be individualised to the pupils needs.</p>
<p>How is support organized for pupils with identified special educational needs?</p>	<p>This depends on the pupil's individual needs. Every pupil with additional needs will have an individual package suited to their needs. The support could range from in-school interventions, specialist programmes from outside agencies to full time one-to-one support from an adult. The Inclusion Manager oversees the arrangements for these children.</p>
<p>How are decisions made about how much support individual pupils receive?</p>	<p>Again this depends on the needs of the child. Each case will be different and according to their individual need. The usual route will be to respond to needs while ensuring that the child continues to develop</p>

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	independent learning skills and strategies to support themselves, especially with behaviour.
How does the school know if the extra support is helping pupils to make progress?	Pupils' progress is monitored by staff and throughout the year there are Pupil Progress Meetings where the class teacher discusses the progress of all children in their class with members of the Senior Leadership Team. The class teachers will also meet with the Inclusion Manager to discuss the effectiveness of the provision for each child. Our high needs funded children have progress assessed against their own outcomes or against the targets of a published programme of support. Manors interventions are also measured by formative tests that are carried out at the beginning and end of the term. Outside agencies regularly review the progress that the children make.
How are parents/carers informed about their child's needs and what support they are receiving?	The main source of information about children will come from the class teacher or the support staff that work with that particular pupil, usually before and after school. Letters will be sent home to inform parent/carers about the intervention that their child receives. If a pupil receives High Needs Funding then they may have daily conversations with the adults that their child has been working with or have a home school communication book. We have support plans (previously Individual Education Plans) that the class teacher will share with the parent/carer. The support plans will be updated every term.
How does the school involve parents/carers in planning to meet their child's needs and in setting targets for learning?	In our admission interview parents will have the opportunity to give detailed information about their child such as their strengths and weaknesses and what their particular needs may be. Once a concern is identified a referral may be made. Before the referral is made the parents will be informed. They will then be able to meet with the outside agency or the class teacher and Inclusion Manager where they will be told what the programme or need may be. Support plans will be given to pupils who have higher needs and these will be shared with the parents. In the support plan there will be specific targets for the pupil and details of how the school are going to support that pupil to reach them.
What expertise and training do the staff that support SEND pupils have?	At Manor all of our teachers are qualified and are able to teach any child in the primary setting regardless of their needs. Teachers regularly receive further training in supporting special needs. The Inclusion Manager is an experienced teacher who will help guide teachers and support staff and has completed a Masters degree in Inclusion. We have an experienced and well qualified learning mentor who supports any emotional and behaviour problems in school. We have two members of staff who are trained in positive handling techniques. Most staff have attended a national training session of Autism AET level 1) and recently staff were trained in the use of Epipens. Staff delivering support to children with SEND and intervention meets with health professionals and specialist teachers employed by the borough to learn how to deliver

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	interventions.
What specialist support or services does the school access for pupils with SEND?	<p>We have many different services to offer at Manor, below is a list of most frequently used agencies:</p> <ul style="list-style-type: none"> • Speech and language therapy • Occupational therapy • Counselling • Educational psychology service • Behaviour support service • Complex needs and dyslexia service • Language, communication and interaction service • Newham child and family consultation service • Social services • Special schools/ resources provision in Newham • Families first • Attendance management team <p>If parents would like to access these agencies they would need to contact the Inclusion Manager.</p>
How are classrooms and other areas of the school adapted to meet pupil's individual needs?	<p>Class teachers will arrange their classrooms according to the needs of the children in their class. We have specific areas in the classroom where pupils with autism can work without being distracted. We have cooling off areas for pupils that need space away from others. At Manor we have a sensory room and soft play area for children who need these facilities. In the school we also have a wet room. Our school is currently accessible to wheelchair users on the ground floor, we are always working towards making our school as inclusive and accessible as possible. Please refer to our equalities and accessibility plans available on this website.</p>
What arrangements are made to support pupils with SEND taking part in after school activities outside the classroom, including school journeys?	<p>Every child will go on Educational Visits with their class. The teachers carry out risk assessments before the visit to check the appropriateness of the place they are visiting. All Higher Funded Needs children will have their designated teaching assistant on a one to one basis during the visit. If there are any additional needs for visits then there will be an individual package set up. During lunchtimes at Manor we have coaches to teach skills and games to the pupils. All pupils are able to access this. After school we have a wide variety of activities that all pupils are able to go to. For the Higher Funded Needs pupils a teaching assistant may stay and assist if this is needed, again this will be assessed by the Inclusion Manger on the pupils individual</p>

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	needs.
How does the school support pupils overall well-being?	The pupils' spiritual, moral, social and cultural wellbeing (SMSC) is embedded throughout our curriculum and ethos at Manor. All staff at Manor are responsible for all pupils in school. We follow the jigsaw PSHE programme and also teach the pupils p4c (philosophy for children). We have a learning mentor who supports children with emotional and behavioural problems. Our learning mentor runs groups at lunchtimes to help children who struggle in the playground. Every classroom in the school has the Manor Learning Plan which reminds pupils of their rights and responsibilities and sanctions and a behaviour reward system. We have a wide range of after school clubs which all pupils are able to access. Our school has an open door policy where pupils are able to speak to any member of staff. Our school council meets weekly and they are involved in many areas of the school and arrange charity days throughout the year. Manor also has a counsellor who comes in every week to support pupils and families.
How does the school prepare their pupils for their next stage of education and for adult life?	At Manor we encourage all pupils to be independent. We give children responsibilities within the classroom environment and also through the school council. Our year 5 pupils are trained by a PE specialist from our local secondary school to become playground leaders during lunchtimes. In class children set their own targets and are encouraged to discuss them with their parents and teachers. They are also partly responsible for letting their teacher know when they have achieved them. In year 6 we have transition days for the pupils to get used to their new school environment. The Higher Needs Funded pupils may have more days at their new school and have their new teaching assistant come to Manor to help them have an easy transition.
How do we include SEND pupils in their own education?	Before the annual review the pupil has the opportunity to give their opinions about how their education is progressing and attend the meeting. We encourage our pupils to set themselves targets and self-assess themselves. Where appropriate SEND pupils will do this.
How do SEND pupils engage with non-SEND children?	As we are an inclusive school all children will be learning side by side with their peers in a range of groupings. Where SEND children struggle with social situations we have social groups where we develop their social skills. As Newham is an inclusive borough we learn to value any child with SEND as members of the school community. All children learn valuable lessons about diversity.
Who can parents/carers contact to talk about their child's special educational needs?	If a parent/carer has concerns about their child then the first person they should talk to is their class teacher. The second point of contact is the Inclusion Manager or members of the senior leadership team. Parents are also able to talk to any professional that is involved in their child's education.

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<p>How does the school involve outside agencies to support families who have children with SEND?</p>	<p>If a child has Higher Needs Funding or is on an Education, Health Care Plan then outside agencies would be invited to their annual review. If a family is struggling with the needs of their child then arrangements can be made to meet with the relevant agency.</p>
<p>What are the arrangements for SEND children who are looked after by the local authority?</p>	<p>This would depend on the needs of the individual child. The Inclusion Manager is the designated teacher for Looked After Children and would attend all meetings and ensure that the child receives the correct provision.</p>
<p>How do the school make arrangements for specialised equipment for SEND children to be used in school?</p>	<p>If children need specialised equipment then the school will work with the relevant agency and arrange training for staff if it is needed.</p>
<p>What are the access arrangements for disabled children?</p>	<p>See the accessibility plan on the website http://www.manor.newham.sch.uk/inclusion.html the school is not currently fully accessible to children with physical disabilities but we are always seeking ways to improve this.</p>
<p>Who should parents/carers contact if they have a complaint about the SEN provision?</p>	<p>Parent/carers should contact the Inclusion Manager (Jo Ince) if they are not happy with the provision that their child is receiving. If parent/carers feel that the Inclusion Manager has not resolved the problem then they should contact a member of the senior leadership team-:</p> <p>Kate McGee, Headteacher Petra Collins, Deputy Headteacher Sarah Dunn, Deputy Headteacher</p> <p>If the issue is not resolved, please refer to the school's complaint procedures, available on this website or available from the school.</p> <p>For further advice and support parent/ carers may also want to contact:</p> <p>Newham Parent Partnership Service The Web Building, Ground Floor, 49 – 51 Broadway Stratford London E15 4BQ 020 3373 2869</p>