

SEND

Information Report 2023/2024



Manor
Drive



Review date: September 2024



Manor Drive

At Manor Drive we believe that every child has the right to achieve their full potential. We aim to raise the aspirations of, and expectations for all pupils with Special Educational Needs.

In this report you will find out how we fulfil our SEND policy, including how we identify children with SEND and the provision that we put in place to support them.



We have a nominated Special Educational Needs Co-ordinator (SENDco) in school who is Mr Neil Reid.

Mrs K Brady supports with a range on SEND requirements.

If you have any questions about SEND then please do not hesitate to come into school to arrange to speak to us.



What are special educational needs?

A child has special educational needs or disabilities (SEND) if they have a learning difficulty or disability which means that they find it significantly harder to learn, or to do activities which children the same age are able to do.

At Manor Drive we ensure that our environment and provision is accessible to all, making reasonable adjustments to meet individual needs.

The four main areas of SEND; as detailed in the code of practice (2015 p.85) are:



**Communication
and
Interaction**



**Cognition
and
Learning**



**Social, Emotional
and
Mental Health**



**Sensory
and/or
Physical**

Communication and Interaction

This includes children with speech, language and communication needs (SLCN) and those who fall on the autistic spectrum (ASD).

Cognition and Learning

This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health

This includes children who may be withdrawn or isolated, displaying disruptive or disturbing behaviour and underlying mental health difficulties, e.g. anxiety, depression. Other children may have features of hyperactivity, concentration difficulties and/or impulsive behaviours or attachment disorder.

Sensory and/or Physical

This includes children with sensory impairment, visual impairment, hearing impairment or multi sensory impairments and physical difficulties which may require ongoing support and specialist equipment.



Are disabled children also SEN?

The Equality Act (2010) states that a disability is:

'...a physical or mental impairment which has long term and sustainable adverse effect on their ability to carry out normal day to day activities.'

This definition includes sensory impairment such as those affecting sight or hearing and long term health conditions. Children with a disability that impacts on their learning and therefore requires special education provision will also be covered by SEND definition.

Our accessibility plan is also available on our website. This details how we would support disabled children at our school to participate in the curriculum and take advantage of the education, benefits, facilities and services we offer to all our children.

Who can I contact in school to discuss my child's difficulties with learning, special educational needs or disability?

Please speak to your child's class teacher or you can speak to class teacher or the SENDCo to make an appointment.

You can call the team on
01733 598001

If you are concerned your child may have a neurodevelopmental disorder, such as Autism, please ask for information about the pathway for assessment made by medical professionals.



What kinds of SEN do we provide for?

We adapt our provision to meet the needs of the children in our school. We are committed to providing quality first teaching so that all children can make good progress within their learning, whatever their starting point.

How does the Academy identify if my child has a special educational need?

Manor Drive follows a graduated approach to identifying SEND. More information on this can be found in our SEND policy. Pupils with SEND are identified in a variety of different ways, including the following:

- Close liaison with pre-schools and previous school.
- Rigorous tracking of pupil progress.
- Lesson Observations.
- Concerns raised by Teachers/adults within school.
- Individual assessments in school or by external professionals such as educational therapists, occupational therapists, speech and language therapists or paediatrician.

In addition, we currently provide for children with the following special educational needs:

- Specific Learning Difficulties (SpLD) e.g, Dyslexia, Dyspraxia, Dyscalculia.
- Autistic Spectrum Disorders (ASD).
- Social, Emotional and Mental Health Difficulties.
- Mild to Moderate Learning difficulties.
- Speech and Language disorders.
- Global Development difficulties.

How will Manor Drive let me know if my child has a Special Educational Need?

You are the person who knows your child best and we value working in partnership with you. We strongly believe that a partnership approach with parents/carers is the best way to support a pupil's learning and needs.

- Your child's class teacher may contact you to discuss the progress of your child in a specific subject area.
- The class teacher may also talk to you about any issues during parent consultations.

"I meet regularly with the class teacher to discuss my child's progress."



The SENDCo may contact you regarding concerns about your child's learning.

What support is available for my child?

Support is adapted to meet the individual needs of the children at Manor Drive. Here are some examples of what we currently have in place.

Communication & Interaction

- Regular sessions with the Speech and Language Therapist.
- Speech and Language Programmes.
- Visual prompts and scaffolds such as visual timetables.
- Opportunities for Oracy in most lessons.
- Oracy expectations throughout the school.
- Attention Autism
- Picture Exchange Communication System (PECS).

Physical and Sensory

- Support from Occupational Therapy Service.
- Support from Physio therapists.
- Sensory programmes such as sensory circuits.
- Dance and PE Lessons.
- Pencil grips, wider pencils and writing slope.
- A sensory sack for use for all children.
- Sit and Move cushions
- Muffick jigsaw mat
- Lava tiles
- A range of outdoor climbing equipment

Cognition and Learning

- ICT including access to iPads.
- A Teaching Assistant or Higher Level Teaching Assistant in every year group.
- Explicit approach to teaching.
- Pre teach groups.
- Retrieval sessions.
- Specifically designed curriculum to support retention of knowledge.
- Experiences that provide a kinaesthetic approach to enhance and embed understanding.
- Sounds Write Phonics and additional phonic sessions.
- Additional resources in class such as: letter mats, word banks, number lines, numicon, coloured overlays etc.



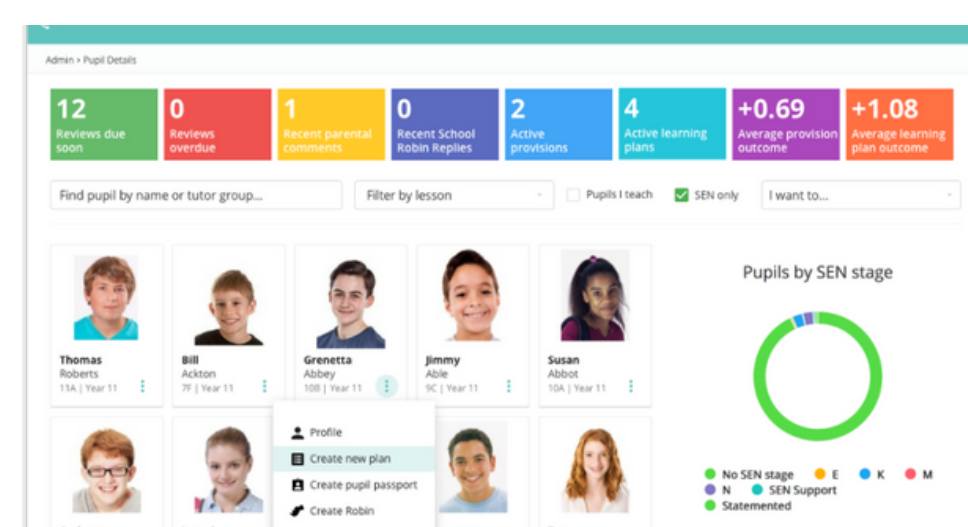
Social, Emotional and Mental Health

- Pause 4 Thought sessions every day.
- PSHE lessons.
- Support for children and families.
- Opportunities for pupils to voice their worries either in class or through the worry box plaque and box.
- MHST referrals
- Breakfast and After School Club provision.



How will Manor Drive know that the additional support my child has received has made a difference to their learning and how am I and my child included in this review? know that the additional support my child has received has made a difference to their learning and how am I and my child included in this review?

In collaboration with you and your child, the class teacher will create an individual Learning Plan with support and advice from the SENDCo. Learning Plans follow an **Assess - Plan - Do - Review** model where we **ASSESS** your child's strengths and barriers to learning in the four areas of SEND. This allows us to **PLAN** and set specific outcomes that you want your child to achieve based on their areas of difficulty. We then look at what provision needs to be in place. At the end of the term, we will meet again to **REVIEW** the progress made and start the cycle again by assessing what we need to do next.



Your child's progress will also be monitored through class assessment that help to inform the review process of their Learning Support Plan.

Where pupils have not made adequate progress the SENDCo supported by the class teacher may decide to ask for more specialised help from external agencies, if not already involved.

You and your child will be kept informed and encouraged to be actively involved in all stages of this plan.

As a parent, we welcome your support and feedback. You can, at any time, arrange a suitable appointment to speak with the class teacher and/or the SENDCo regarding your child's progress.

What
our
parents
said

"My child makes good progress towards their individual targets."



What is an EHCP?

For children that require a very high level of ongoing support the Academy will apply for an **Educational, Health and Care Plan**.

This is a legal document which describes a child or young person's special educational needs, the support they need, and the outcomes they would like to achieve. It can provide support for a child or young person in education up to the age of 25.

How does Manor Drive support children with medical conditions?

Pupils at the Academy with medical needs are fully supported so they have full access to education, and enjoy the same opportunities as any other child.

Where children have physical or medical needs, the academy will work collaboratively with parents, carers, healthcare professionals, academy nurse, and/or our attendance officer, and where necessary create an individual health care plan to ensure the pupil's needs are being met. The Inclusion Team has dedicated Healthcare Assistants to support pupils with medical needs.

If you have any concerns regarding support for your child's medical needs please contact the Inclusion Team.



What are the arrangements for supporting children and young people who are looked after by the Local Authority and have SEN?

Over a third of looked after children have an identified special educational need. Manor Drive recognises that for looked after children, many of whom may have a difficult circumstances to overcome, it is imperative that their needs are quickly and efficiently assessed and provided for so that the effects of any instability on their education is reduced to a minimum.

At Manor Drive we liaise closely with the relevant professionals, listen to both the pupil and their carers wishes and support the Local Authority in implementing a Personal Education Plan (PEP) with focused outcomes as part of the child's care plan. The wellbeing and progress of the child are closely monitored and reported back during PEP meetings to inform future outcomes and support. We also acknowledge the positive impact regular contact between school and carers can have for looked after children.

At Manor Drive we believe it is important to have high aspirations for all children including looked after children and those with special educational needs.

The Designated Teacher for Looked After Children is Craig Petrie.



What is Manor Drive's approach to teaching children with SEND?

At Manor Drive we have a fully inclusive ethos. Our curriculum offer is broad and balanced and taught with an explicit and repetitive approach to enhance the retention of knowledge and skills for all children. We provide quality first teaching with a balance of experiences, visual models, worked examples and lots of opportunities to support learning ensuring success for all children.

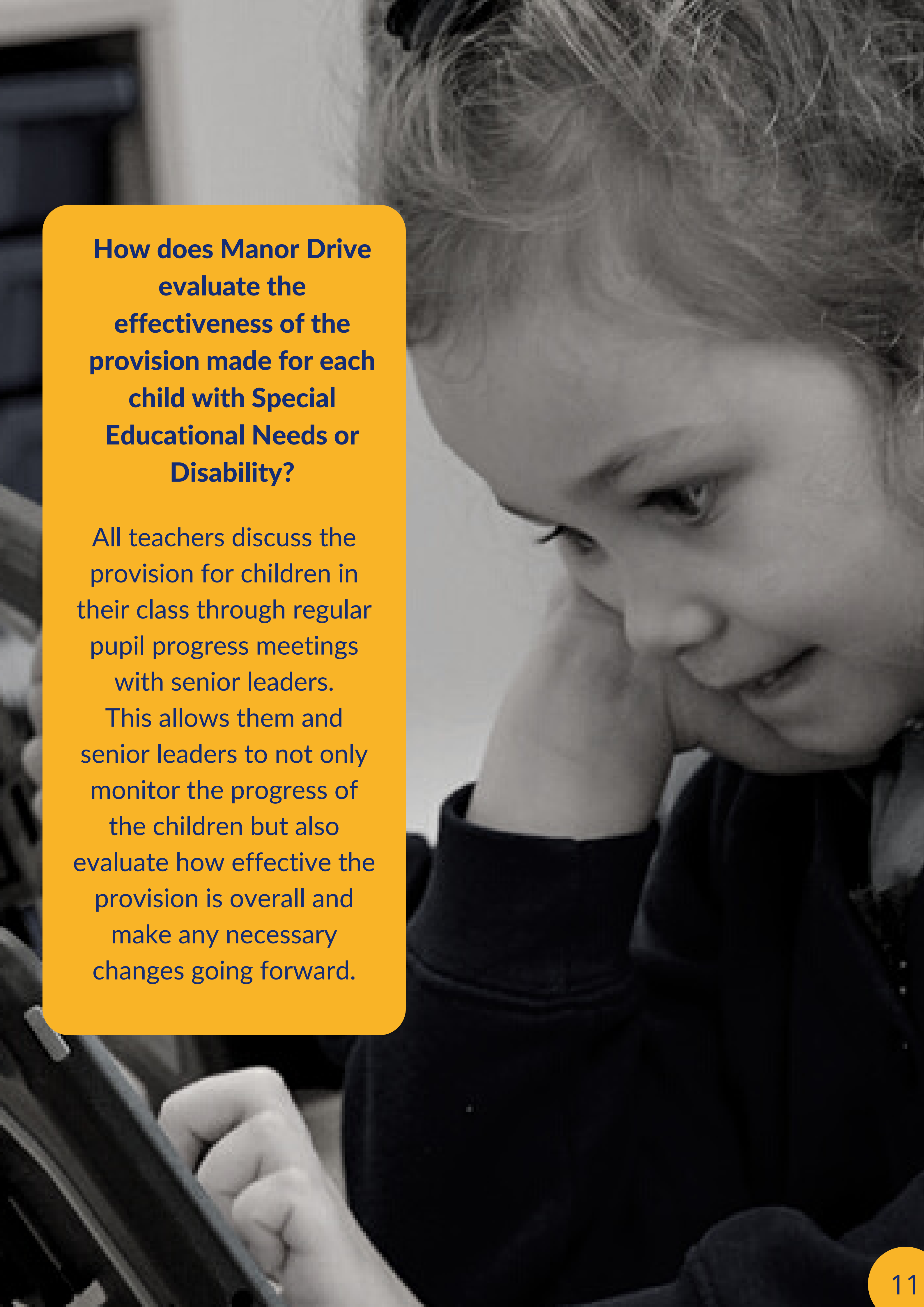
The SENDCo ensures that teachers are aware of pupil's individual needs and advises and supports them to provide the necessary resources and tools to enable these children to access their learning.

"The school supports my child in accessing the full curriculum."

What
our
parents
said

How does Manor Drive ensure teachers and support staff have the expertise and training to support my child's special educational need or disability?

We carry out regular training within the academy in areas such as autism, speech and language, Epi-pen, first aid, and asthma. We also invite external specialists in from various areas of SEN, depending on the current needs of the children in school.



**How does Manor Drive
evaluate the
effectiveness of the
provision made for each
child with Special
Educational Needs or
Disability?**

All teachers discuss the provision for children in their class through regular pupil progress meetings with senior leaders.

This allows them and senior leaders to not only monitor the progress of the children but also evaluate how effective the provision is overall and make any necessary changes going forward.

How will Manor Drive support the happiness and wellbeing of my child and what measures are taken to prevent bullying?

We believe the School has a key role in promoting children's positive wellbeing. Manor Drive has developed a range of strategies and approaches including:

Pupil-led activities

- Early identification of children to staff.
- School Council campaigns and assemblies to raise awareness of topical issues such as mental health and bullying.

Transition programmes

- Strong relationship between Nursery setting.

Class activities

- Through PSHE (Citizenship and Ethics and P4T) we teach the knowledge and social and emotional skills that will help children to be more resilient, understand about mental health and be less affected by the stigma of mental health problems.

PSHE and P4T

Our PSHE curriculum includes:

- Health and Wellbeing; keeping safe, growing and changing, healthy lifestyles.
- Relationships; feelings and emotions, valuing difference, positive healthy relationships, acceptable and unacceptable physical contact, growing and changing, difference and similarities, feelings of others, stereotypes, discrimination, teasing and bullying.
- British Values and Living in the Wider World; looking after the local environment, where money comes from and how to use it, respecting the needs of others, groups and communities we belong to, human rights, anti-social behaviour, cultural practices, British Law and human rights.

The P4T Programme and daily assembly covers topics, events and relevant issues that relate to our pupils and our community.

How does Manor Drive support my child to transition through their education successfully?

The class Teachers Class and Senior Leadership (SLT) liaise over the internal transitions of pupils with SEND between year groups. Placements are considered carefully in order to meet individual needs, and pupils visit their new class before transfer. Transition meetings are held between the child's current teacher and new teacher with the support of the Inclusion Team, the focus of these meetings is to ensure key information about a child's needs and provision is passed on.

Children starting in Reception that have already been identified as having a special educational need will usually be visited by the inclusion team in their nursery setting. The Inclusion Team will liaise with the parents, nursery and any other services working with the child and family as appropriate to identify what support will need to put in place for a smooth transition to school.

The academy prides itself on building professionally positive relationships with families to ensure the best for every child.



What are the arrangements for handling complaints from parent and child with SEND about the provision made at the school?

The Academy works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils needs. If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by yourself by speaking to a member of the Senior Leadership Team who will be able to offer advice on formal procedures for complaints if necessary.

All complaints are taken seriously and are heard through the Academy's complaints policy and procedure.

What is the Local Offer and where can I find it?

The Children and Families Act (March 2014) requires Local Authorities to "Publish a local offer, setting out in one place information about provision they expect to be available for children and young people in their area who have special educational needs."

<https://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8>



Where else can I get advice and support for my child?

SEND Partnership Service:

SEND Partnership Services Offers impartial information, advice and support to parents/carers of and children/young people with Special Educational Needs and Disabilities.



01733 863979



pps@peterborough.gov.uk

Family Voice

They are a local registered charity who are actively seeking to improve services in all areas of the lives of children and young people with disability or additional needs.



01733 685510



www.familyvoice.org



What other agencies does Manor Drive work with to meet the special educational needs of all the children and also support families of these children?

Attention Deficit Hyperactivity Disorder (ADHD) Advisory Teaching Service

01733 864009

Autism Advisory Teaching Service

01733 864009

Early Years SEN Specialist and Portage Service

01733 864720

Educational Psychology Service

01733 863689

Peterborough City Council Statutory Assessment & Monitoring Service (SAMS)

01733 863996 - 01733 863934

Sensory (Hearing/Vision) and Physical Support Service (SAPS)

01733 454460

Keep Your Head

Keep Your Head runs a website which is a central point for information on children and young people's mental health and wellbeing in Cambridgeshire and Peterborough.

www.keep-your-head.com

Child and Adolescent Mental Health Service (CAMHS)

01733 777939

CHUMS (Peterborough)

CHUMS Mental Health and Emotional Wellbeing for Children and Young People

01525 863924

Emotional Health and Wellbeing Service

0300 555 50 60

Between 9:30am and 4:30pm

SEND Partnership Service

01733 863979



Peterborough Integrated Neurodevelopment Service including LD CAMH service can provide assessments of autism and Attention Deficit Hyperactivity Disorder (ADHD)
01733 777939

Crew Trident
01733 639081
www.crewtrident.co.uk

Children's Community Nurses
01733 847060

Peterborough School Nursing Service (Universal 0-19 Service)
01733 746822

Peterborough Integrated Children's; Health Service (Community Paediatric Physiotherapy)
01733 847166

Peterborough Integrated Children's Health Service (Paediatric Occupational Therapy)
01733 847166

Peterborough Integrated Children's Health Services (Speech & Language Therapy)
0300 5555965

Family Voice
www.familyvoice.org
Facebook Page: Family Voice
01733 685510

Peterborough Integrated Children's Health Service (Community Paediatrics)
01733 777937



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