



SEND

Information Report

2025/2026



Manor
Drive



Review date: September 2026



Manor Drive

Manor Drive Primary Academy is an inclusive mainstream school. We aim to improve the lives of our children with SEND by providing high-quality support which enables every child to fulfill their potential and enjoy learning.

In this report you will find out about our SEND policy, including how we identify children with SEND and our provision.

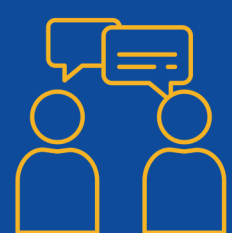


Our nominated Special Educational Needs Co-ordinator (SENDco) is Ms Carly Pearson. Mrs Kayleigh Brady provides support to the SENDCo (one day per week). If you have any questions about our SEND provision then please contact us on **01733 598001** or at **send@manordriveprimary.org.uk**

What are special educational needs & disabilities?

A child has special educational needs if they have a significantly greater difficulty learning compared with other children of the same age. A child has a disability if they have a physical or mental impairment that has a substantial and long-term impact on their ability to carry out everyday activities.

At Manor Drive we meet children's needs by making provision that is 'additional to and different from' what most other children need and make adjustments to our environment, teaching and resources. The four areas of SEND as described in the Code of Practice (2015) are:



Communication
and
Interaction



Cognition
and
Learning



Social, Emotional
and
Mental Health



Sensory
and/or
Physical

Communication and Interaction

Pupils may have difficulty with understanding language, expressing themselves or with their speech. Autism comes under this category due to difficulties with social communication.

Cognition and Learning

Pupil may learn at a slower pace than their peers. This category includes specific difficulties such as dyslexia, dyspraxia or dyscalculia, as well as moderate, severe and profound/complex learning difficulties.

Social, Emotional and Mental Health

This includes children who may be displaying disruptive or disturbing behaviour or experience mental health difficulties, such as anxiety. Other children may have features of hyperactivity, concentration difficulties and/or impulsive behaviours (ADHD) or attachment disorder.

Sensory and/or Physical

This includes children with visual impairment, hearing impairment or multi-sensory needs which require ongoing support and specialist equipment in order to access the opportunities available to them in school.



If my child is disabled, do they also have special needs?

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

'...a physical or mental impairment which has a substantial and long-term negative effect on your ability to carry out normal day to day activities.'

Children with a disability, that impacts on their learning and requires special education provision, will also be covered by SEND definition.

Our accessibility plan is available on our website. This details how we support disabled children to participate fully in the curriculum and ensure the physical environment and resources available support full access to education and facilities.

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

If your child currently attends our school, please speak to their class teacher in the first instance.

Alternatively, you can contact our SENDCo, Ms Pearson, on 01733 598001 or at send@manordriveprimary.org.uk

If you are concerned your child may have a neurodevelopmental disorder, such as an ADHD or Autism, please ask for information about the referral pathway for assessment.

Information for parents can be found here:

<https://www.cpft.nhs.uk/youunited-neurodevelopmental-help-for-families>



Which SEN needs do we provide for?

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

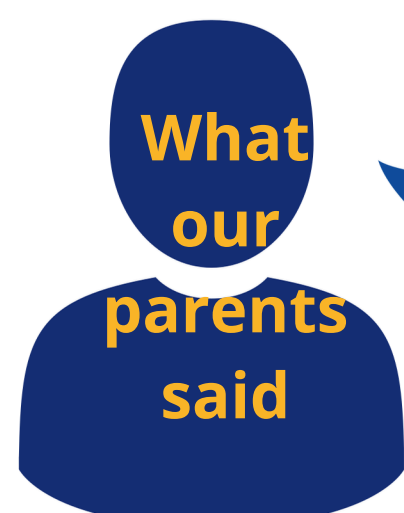
How does the school identify if my child has a special educational need?

Manor Drive follows a graduated approach to identifying need. 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, nurseries or previous settings
- Monitoring pupil progress & assessment data
- Pupil observations
- Concerns raised by school staff and parents
- How well the pupil responds to additional support and/or intervention
- Learning walks in classrooms/book looks
- Tracking behaviour records

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 will talk to you if we have any concerns about your child's learning and/or development. If we are making special educational provision for your child in school, you will be notified either face to face or via a letter to let you know.



Thank you so much to all involved with my son. He absolutely loved his visit, we cannot wait for him to start his journey with you and make some lovely friends along the way. Thank you for your patience and understanding throughout we really appreciate it as a family.

What support is available for my child?

Communication & Interaction

- Visual prompts and scaffolds
- Visual timetables in every class
- Development of oracy skills in lessons
- Speech and language screeners
- Referrals to the NHS SALT service for specialist advice and therapy support
- Monthly visits from an independent SALT who provides assessment, recommendations and resources and models strategies with staff
- Speech and language programmes
- Use of visuals to aid expressive and receptive communication skills
- Communication-friendly classrooms
- Vocabulary development embedded within lessons
- Social stories
- Targeted communication strategies & intervention

Cognition and Learning

- Class set of iPads for use in lessons and for assistive technology
- A curriculum pedagogy based on Rosenshine's principles of instruction to aid retention and retrieval
- Pre-teaching sessions for concepts and vocabulary
- Sounds Write Phonics phonics programme and additional phonics keep-up sessions
- A range of concrete resources & manipulatives available in every class
- Working walls in classroom to provide visual prompts and models
- Widgit visuals used consistently across school
- Visual timetables in every class
- Now, next & then boards, task planners, visual timers
- Targeted strategies & interventions to develop literacy and maths skills

What support is available for my child?

Social, Emotional and Mental Health

- Relational practice & restorative conversations
- Mindfulness breathing sessions embedded within the school day
- Scheduled movement breaks
- Referrals to the Mental Health Support Team (MHST) who deliver parent-led intervention for anxiety/behaviour
- MHST Brain Buddies lessons (Y5)
- Worry boxes in every classroom
- Calm reading corners Emotion coaching approach embedded within our behaviour policy
- Regular opportunities to gain pupil voice
- Fiddle toys
- Growth mindset & self-esteem activities
- A range of books and activities to build emotional literacy skills
- Structured playtimes
- Positive Behaviour Charts
- Therapeutic Support Plans



Physical and Sensory

- Daily sensory circuit programme
- Referrals to the NHS Occupational Therapy and Physiotherapy service
- Support from the Sensory (hearing/vision) and Physical Support service
- A well-equipped sensory/light room
- Resources and programmes to develop fine motor skills, pencil control and handwriting
- Sit and Move cushions
- Multisensory approach to learning
- Scheduled movement breaks
- Adapted resources and aids
- Organised and clutter-free school environment
- Access to IT equipment
- Sensory breaks/diet
- Writing slopes

How will I know that the additional support my child is receiving has made a difference?

In collaboration with you and your child, the class teacher will create an individual Pupil Passport, with support and advice from the SENDCo. A Pupil Passport is a one-page document that shows any needs/diagnosis, strengths/interests, classroom strategies and intervention support. For some children, a Learning Plan may also be in place with individual targets.

We 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 appropriate provision and set specific outcomes that we want your child to achieve. We then DO this, for a minimum of a half-term. At the end of the cycle, we will meet again to REVIEW the progress made and start the cycle again by assessing what we need to do next.

Where pupils are not making expected progress, strategies and provisions will be reviewed and amended. Additionally, the SENDCo may decide to refer to specialist external agencies for additional advice and support, with your consent.

You and your child will be kept informed and encouraged to be actively involved in all stages of this plan. We commit to meet with you at least three times per academic year to discuss your child's progress.





What is an Education, Health and Care Plan (EHCP)?

An EHCP is for children who need educational provision that is in addition to what is usually provided by a mainstream school. Parents or school can apply to the Local Authority for a needs assessment. If an EHCP is issued, it outlines the support, provision and training required to help the child work towards specific outcomes. This is a legal document. It can provide support for a child or young person in education up to the age of 25 in either mainstream or specialist settings.

For more information, please see Peterborough Local Authority's local offer:

<https://fis.peterborough.gov.uk/kb5/peterborough/directory/site.page?id=KfRVLCQJHRs>

How does Manor Drive support children with medical conditions?

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

We will work collaboratively with parents/carers and healthcare professionals to ascertain how the pupil's medical condition might impact their life and clarify what needs to happen to manage their condition successfully in school. Where necessary, an Individual Health Care Plan will be put in place to ensure the pupil's needs are met.

Our SENCO, Ms Carly Pearson, is the nominated lead Medical Needs Lead & Allergy Lead. Please contact her via the school office to discuss your child's needs.



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

Around 50-60% of children who are looked after also have special educational needs. Many looked after children have difficult circumstances to overcome, so it is imperative that their needs are quickly 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 relevant professionals and support the Local Authority in implementing a Personal Education Plan (PEP) with focused outcomes as part of the child's wider education.

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 communication 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 Children in Care (CiC) and Children Previously in Care (CPiC) is Ms Carly Pearson (SENCo).



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 high quality teaching with a balance of experiences, visual models, worked examples and lots of opportunities to reinforce 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 the curriculum.


"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 access regular professional development opportunities in areas such as autism, speech, language and communication and medical needs. We also invite external specialists in from various disciplines, depending on the current needs of the children in school.



How does Manor Drive evaluate the effectiveness of the provision made for each children with Special Educational Needs and/or Disabilities?

All teachers discuss the provision for children in their class through regular pupil progress meetings with senior leaders, as well as evaluating the impact of the provision towards children's targets.

Middle and senior leaders also conduct a range of monitoring activities within school to quality assure provision and make judgements about how effective the provision is overall for pupils, including pupils with SEND.

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

Class teachers and Senior Leadership team (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. Our Assess, Plan, Do, Review (APDR) cycle carries over into the new academic year, so targets and provisions set by your child's previous teacher are continued.

Meetings are held between the child's current teacher, new teacher and SENDCo, to ensure key information about a child's needs and provision is passed on and understood to support a seamless, successful transition.

Children starting in Reception that have already been identified as having a special educational need will usually be visited by the SENDCo in their pre-school setting. The SENDCo 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.

We pride ourselves on building professionally positive relationships with families to ensure the best for every child.



What are the arrangements for handling complaints about the SEND provision made at school?

Wherever possible, we work in partnership with parents to ensure a collaborative approach to meeting pupils' needs. If you have any concerns regarding your child's support, you are welcome to book an appointment with your child's class teacher and/or SENDCo. If it is not possible to resolve the problem, then we can 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 (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."

Peterborough City Council's SEND Information Hub (local offer) can be found here:
<https://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8>



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

SEND Information Advice and Support Service (SENDIASS):
SENDIASS offer impartial information, advice and support to parents/carers of and children/young people with Special Educational Needs and Disabilities.



0300 365 1020



sendiass@peterborough.gov.uk



<https://fis.peterborough.gov.uk/kb5/peterborough/directory/site.page?id=TYCT5txllwg>

Family Voice

Family Voice are a local registered charity who actively seek to improve services in all areas of the lives of children and young people with disability or additional needs. They run an active parent/forum and hold regular events locally.



07899 500505



www.familyvoice.org



[Supporting Your Neurodiverse Child](#)

Manor
Drive



Manor Drive Primary Academy
Porter Avenue
Peterborough
PE4 7EP

01733 598001

www.manordriveprimary.org.uk