

SEND

Special Educational Needs & Disability Information Report 2026/2027



Manor
Drive



Review date: September 2027



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 how we identify children with SEND and the provision we put in place to meet their needs.

The Inclusion Team at Manor Drive Primary Academy

We have a dedicated Inclusion Team. The Special Educational Needs Co-ordinator (SENCo) is Ms Carly Pearson. The Deputy SENCO (with responsibility for EYFS phase) is Mrs Kayleigh Brady. Our Pastoral Champion is Mrs Maggie Kitching. Mrs Charlotte Gleeson is our SEND Administrator.

If you have any questions about SEND provision then please arrange to speak to a member of the team.

What are special educational needs & disabilities?

A child has special educational needs if they have a significantly greater difficulty learning or participating compared with other children of the same age.

At Manor Drive we meet children's needs through 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 ?

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

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

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

Helpful pre- and post-assessment information for parents can be found here: <https://www.cpft.nhs.uk/youunited-neurodevelopmental-help-for-families>



SEND in the Early Years

Early Support and Identification

In Nursery and Reception, we identify and support additional needs as early as possible through observation, assessment and close partnership with parents. Where needed, we provide targeted support using a graduated approach. Where needed, we work with parents to access specialist support through local services, including the Early Years SEND Specialists, Speech and Language Therapy, Early Support Pathway and Community Paediatrics.

What support is available for my child?

- Visual timetables, now/next boards and visual prompts
- Consistent daily routines and predictable transitions
- Language-rich environments with targeted vocabulary
- Small group teaching and focused adult support
- Use of attention and listening programmes
- Fine and gross motor skill development opportunities
- Sensory support, such as movement breaks or sensory resources
- Communication and interaction support, including visuals and Makaton where appropriate
- Nurture-based approaches to support emotional regulation
- Speech and Language screening and assessments
- Regular monitoring through observation and assessment
- Close partnership working with parents and carers
- Early intervention programmes to address emerging needs

Who can I speak to about support for my child in the Early Years?

In the first instance, please talk to your child's key person.

Mrs Kayleigh Brady is the EYFS SENCO. She is also Lead Professional for Early Help Assessments for children who may require support from the Early Support Pathway or to access a paediatric assessment.

Mrs Deborah Scott is our Deputy Nursery Manager.

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?

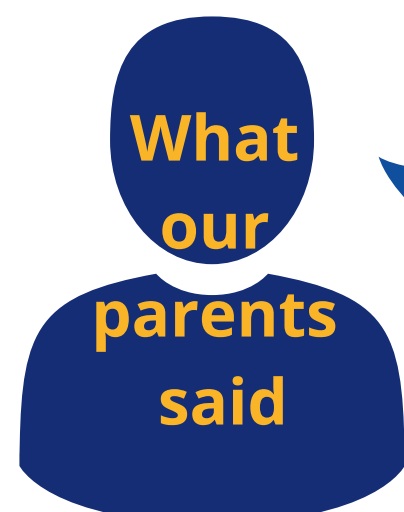
Manor Drive follows a graduated approach to identifying need. More information can be found in our SEND policy. Pupils with SEND are identified in a variety of different ways, including the following:

- 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 sets 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 throughout the school day
- A dedicated full-time Emotional Literacy Support Assistant (ELSA)
- 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
- Regular opportunities to gain pupil voice
- Fidget objects
- Growth mindset & self-esteem activities
- A range of books and activities to build emotional literacy skills
- Structured playtimes
- Positive Behaviour Charts
- Positive Behaviour Support Plans



Our Emotional Literacy Support Assistant (ELSA) is Mrs Chelsey Smillie-Smith

Physical and Sensory

- Daily sensory circuit programme
- Sensory toolkits in classrooms
- Referrals to the NHS Occupational Therapy and Physiotherapy service
- Support from the Sensory (hearing/vision) and Physical Disabilities 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
- Ear defenders
- 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 SENCo. A Pupil Passport is a one-page document that shows any needs/diagnosis, strengths/interests, classroom strategies and provision in place. 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. Reviews happen at least 3 times every school year.



Where pupils are not making expected progress, targets, strategies and provisions will be reviewed and amended. Additionally, the SENCo 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 and allergies?

Pupils with medical conditions and allergies are supported to fully participate in all aspects of school life and access the same opportunities as their peers.

We work in partnership with parents/carers and healthcare professionals to understand each pupil's needs and ensure appropriate support is in place. Where necessary, an **Individual Healthcare Plan (IHCP)** will be developed and reviewed regularly to enable medical needs to be managed safely and effectively within school.

Our SENCO, Ms Carly Pearson, is the school's Medical Needs and Allergy Lead. Please contact her via the school office to discuss your child's individual needs and how we can support them.



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

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 Peterborough Virtual School and other authorities to implement support through a Personal Education Plan (PEP) with focused outcomes as part of the child's wider education to support wellbeing and progress.

We also acknowledge the positive impact regular communication between school and carers can have for looked after children.

The Designated Teacher for Children in Care (CiC) and Children Previously in Care (CPiC) is Ms Carly Pearson (SENCos).





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 SENCo ensures that teachers are aware of pupil's individual needs and advises and supports them to provide the necessary resources and tools to enable children to access the curriculum.

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

**What
our
parents
said**

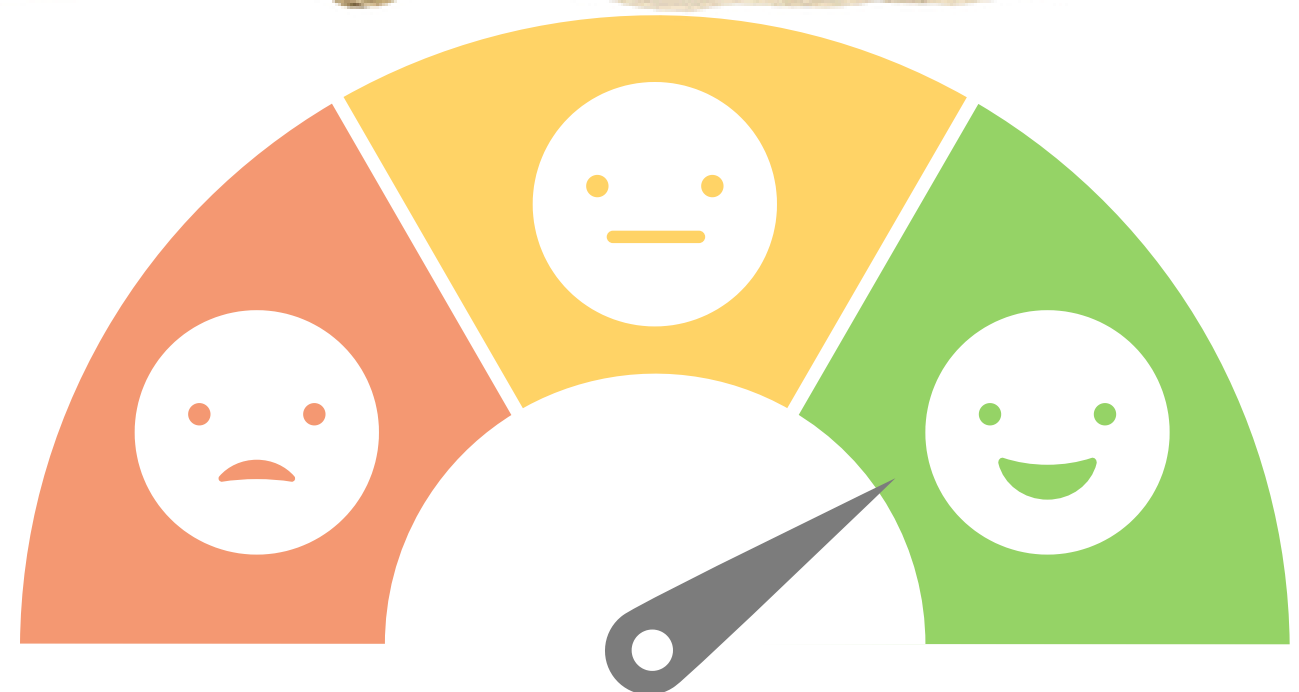
How does Manor Drive ensure teachers and support staff have the expertise and training to support my child's special educational need or disability?

We access regular professional development opportunities in areas such as Ordinarily Available Provision, adaptive teaching, autism, ADHD, speech, language and communication, use of visuals and medical needs. We also invite external specialists in from various disciplines, depending on the current needs of the children in school.

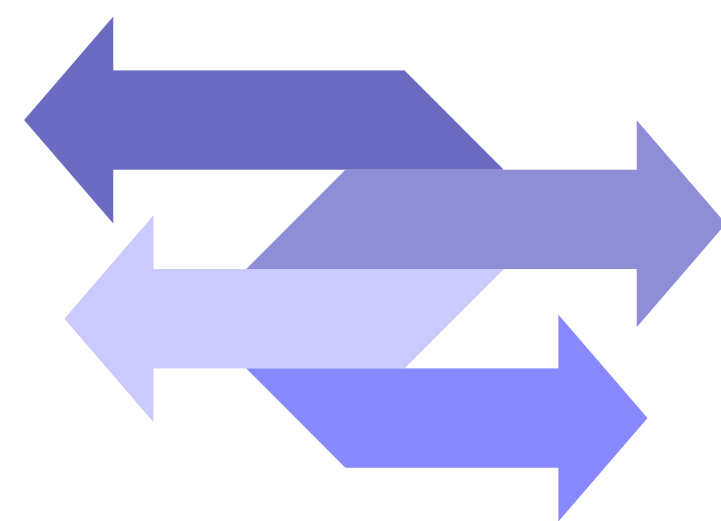
How does Manor Drive evaluate the effectiveness of the provision made for each children with Special Educational Needs and/or Disabilities?

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 the Senior Leadership Team (SLT) carefully plan transitions for pupils with SEND, both between year groups and when moving to secondary school. Within school, pupils visit their new classroom and staff work together to ensure information about needs, strengths and successful support strategies is shared. Our Assess, Plan, Do, Review (APDR) cycle continues into the new academic year so that effective provision and targets are maintained.

For pupils transferring to secondary school, we work closely with receiving schools to ensure a smooth transition. This may include sharing detailed information, attending transition meetings, arranging additional visits and working with families and professionals to prepare pupils for the move. Our aim is to ensure every pupil feels confident, supported and ready for the next stage of their education.

Children starting in Reception that have already been identified as having a special educational need will be visited by the SENCo in their pre-school setting. The SENDCo will liaise with the parents, setting and any other services working with the child and family to identify what support will need to put in place to ensure a smooth transition to school.



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 SENCo. 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. Please see our website for further details.

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.



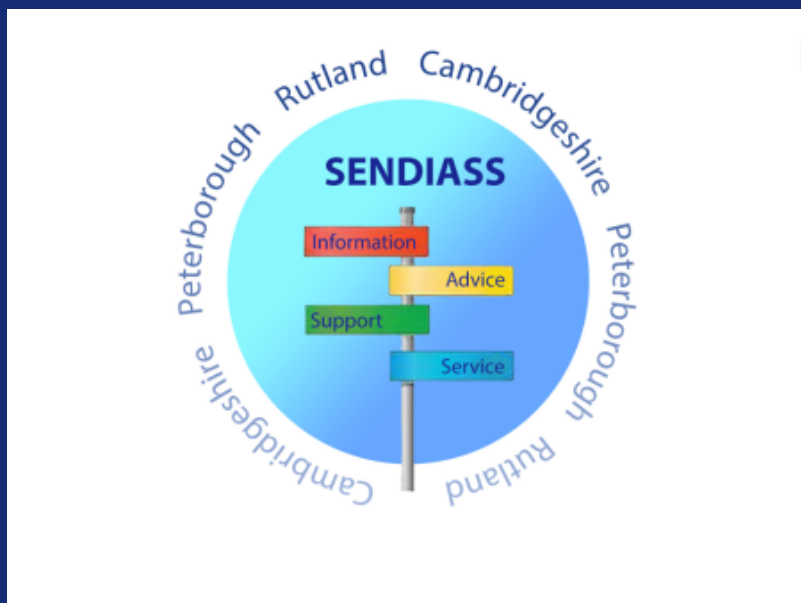
0300 365 1020



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
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