SEND Report for Manor Church of England Infant School September 2026

Manor Church of England Infant School is an inclusive school with a dedicated team who strive to support all children to achieve their potential. All children receive a broad, balanced curriculum that is differentiated to meet their needs. We have high aspirations for all children and they are valued equally. At Manor, we endeavor to support children through their learning journey and will take many steps to achieve this.

We believe that every child deserves the right to succeed, which is why we offer a robust framework of Ordinarily Available Provision. This is simply the everyday support, high-quality teaching, and classroom adjustments that all pupils can expect to receive in our school using our existing staff and resources. A child does not need a formal diagnosis or an Education, Health and Care Plan (EHCP) to access this help; instead, we adapt our environment, curriculum, and teaching styles based on individual needs. By making these supportive strategies a standard part of our daily whole-class teaching, we ensure that every pupil receives the right help at the earliest opportunity.

Our well-trained team of teachers and Learning Support Assistants (LSAs) deliver quality first teaching to the children in our care. We focus on high quality, inclusive teaching for every child at the school and employ a range of strategies. For some children, there are occasions when further additional support may be needed in order to help them achieve their goals.

The school has a Special Educational Needs Coordinator (SENCo) who supports staff and parents with children with special educational needs and/or disabilities (SEND) by monitoring progress, organising and ensuring the correct provision is being delivered to benefit the child.

The Special Educational needs and Disabilities (SEND) Code of Practice came into force in 2014.

This code of practice reformed legislation, setting out duties, policies and procedures to be followed. The legislation covers the age range 0-25 years. There is greater focus on support that enables those with SEND to succeed in education. As part of the SEND Code of Practice, Local Authorities must develop and publish a Local Offer. This sets out in one place information about the provision the Local Authority expect to be available across education, health and social care. A link to the Local Offer is provided on our website.

Schools and colleges must also provide answers to the questions, which were devised in consultation with parents/carers and other agencies, reflecting their concerns and interests.

At Manor, we believe in working with parents/carers and their children to provide the best support at school. This close partnership enables us to share knowledge and experience about a child's needs.

Below are Manor Church of England Infant School's responses to the questions.

1. How does the school know if children need extra help?

- We identify children with special educational needs by monitoring their progress over time.
- A child may be identified as having a special educational need (SEN) if they have (a) not made the expected progress for their age and/or (b) they are not able to access the curriculum in the usual way.
- All staff at school liaise regularly across the school and will have professional discussions with the Special Educational Needs Coordinator (SENCo) and the Head Teacher.
- If a child is identified as having a special educational need they will be added to the school's Inclusion Provision Register and parents/carers will be informed.

2. What do I do if I think my child has special educational needs?

- The class teacher is the initial point of contact if a parent has a concern.
- If a parent still has concerns, they should book an appointment to speak to the school SENCo.
- Liaise with external agencies (for example, the school nurse).

3. How will the school know how my child is doing?

- All children receive first class quality teaching.
- Manor has an appointed SEND Governor. The SEND Governor meets with the school SENCo regularly to discuss the SEND provision at Manor.
- Teachers and their Learning Support Assistants (LSAs) meet to monitor and evaluate support that a child is receiving. IEP (Individual Education Plan) targets are reviewed on an ongoing basis.
- There are termly pupil progress meetings involving the Headteacher, the class teacher and the SENCo.

- If a child has met their targets and is working within National expectations then they will be removed from the Inclusion Provision Register but will continue to be monitored by their teacher to ensure they make progress.
- If it is decided that a child has not met their targets/requires further support then new targets are decided and new interventions are planned. The SENCo will then check all IEPs to ensure they are appropriate for the children.

4. How will you help me to support my child's learning?

- If you have any concerns about your child, you can make an appointment to see your child's teacher or the SENCo.
- The school will keep you informed of your child's provision and progress at termly parent evenings. At these meetings we will discuss how you can support your child's learning.
- If we feel that, in addition to the provision for your child within the school, your child would benefit from involvement from outside agencies we will discuss this with you first.
- When outside agencies are involved, you will be able to meet with these professionals and discuss how you can best support your child.
- We are able to offer practical support with behavior management.
- We can also help identify other agencies that may be of benefit to your family, such as support groups.
- We provide regular drop-in sessions with our school nurse.

5. How will we support your child?

- All children receive quality first teaching.
- Lessons are differentiated to meet the needs of all learners.
- Children with SEND receive support that is specific to their individual need/s.
- The SENCo oversees and monitors all support and progress of children requiring support across the school.
- Teachers understand and plan to overcome barriers for learning.
- A range of resources are available to support children.
- Offer small focused group teaching for children with gaps in their learning (e.g. additional reading support).
- Emotional Literacy Support (ELSA) supports children who need extra support with emotions/behaviour.
- Precision teaching, paired reading and SIDNEY (Specific Intervention for Dyslexia Notably in the Early Years) are used for children who need specific targeted intervention and who usually have an IEP (Individual Education Plan).
- Occasionally a child may need more expert support from outside agencies such as The Educational Psychology Service, The Children's Therapy Services or a Paediatrician. A referral will be made with parental consent and forwarded to the most appropriate agency. After a series of

assessments, a programme of support is usually provided to the school and parents/carers.

6. How will the curriculum be matched to my child's needs?

- Each child is entitled to a broad, balanced, relevant and differentiated curriculum that is adjusted to meet their needs.
- Groupings are flexible in lessons and changed based on a child's attainment.
- Work is differentiated by the class teacher to enable all children to access the curriculum. This supports children identified with SEND.
- LSAs may be allocated to work with pupils on a 1:1 basis or in small focus groups to target more specific needs.
- If a child has been identified as having SEND they will be given an Individual Education Plan (IEP). Targets will be set according to their area of need. These will be monitored by the class teacher and be reviewed termly. Targets will be discussed with parents at parent's evenings.
- If appropriate, specialist equipment may be given to children e.g. writing slopes, easy to use scissors or pencil grips.

7. How is the decision made about what type of and how much support my child will receive?

- The class teacher along with the SENCo will discuss what type of support would be appropriate.
- During a child's time at Manor, if further concerns are identified due to the child's lack of progress or well-being then other interventions will be discussed and arranged.
- Different children will require different levels of support in order to bridge the gap to achieve age expected levels.
- We have access to guidance support from outside agencies to help inform our decisions.

8. How will my child be included in activities outside the school classroom including school trips?

- All children have access to extra-curricular activities and school trips. Sometimes it is necessary for additional adult support to be provided in order to enable children to gain the most from the activities on offer. This could be in the form of the child's parent/carer accompanying them on the trip or by ensuring a child is adequately supervised by a member of staff.
- Risk assessments are always conducted prior to any trips/extra-curricular activities. Children with needs that may affect them/put them at risk of danger outside of the school building (i.e. mobility, severe behaviour or communication difficulties) are considered carefully when conducting a

risk assessment in order to make it possible for them to join in with their peers on the activity.
- When/if necessary, children who require additional support (i.e. physically/socially) are supported at play times by LSAs and lunch times by experienced lunchtime supervisors.

9. What support will there be for my child's/young person's overall wellbeing?

- If a child requires prescribed medication throughout the school day the school can administer it. Parents/carers are asked to complete a medical form, giving us consent to administer their child's medication.
- With regards to personal care, children are encouraged to be as independent as possible. Any child who has personal care needs is treated with respect and dignity by all staff. The school has a personal care policy.
- Any children that are identified as having a behavioural need have an individual Behaviour Management Plan (BMP). Children with a BMP are made aware of their targets and we work with them to encourage good behaviour.
- All staff have a duty to ensure the safety of all children in our care. The Assistant Headteacher is the Designated Safeguarding Lead (DSL), the Headteacher is the Deputy Safeguarding Lead.
- Our ELSA (Emotional Literacy Support Assistant) provides individual children with emotional support.
- We are able to provide children with support with their mental well-being. Several members of our support staff have undertaken a professional development qualification in understanding children and young people's mental health.

10. What training is provided for staff supporting children and young people with SEND?

- It is a statutory requirement that all SENCos in schools are qualified teachers.
- The SENCo has completed specific training for the role (NASENCo).
- Staff receive training from the school SENCo and external agencies including EPs, SALTs, STAs, the school nurse and the Primary Behaviour Service.

11. How accessible is the school?

- Our school is accessible for wheelchair users. It is all on one level.
- The school has a child's toilet which is accessible for wheelchair users.

12. How are parents/carers/children currently involved?

- All parents/carers are encouraged to contribute towards their child's education.
- This may be through:
  - Discussions with the class teacher
  - Attendance at parent's evenings
  - Discussions with the SENCo or other professionals from outside agencies
- Children may move off of the Inclusion Provision Register when they have 'caught up' or made sufficient progress.

13. How can I get involved and who can I contact for further information?

- Parents can contact the school SENCo.

14. What steps should I take if I have a concern about the school's SEND provision?

If you have any concerns regarding your child:

- *Your* first point of contact will be their class teacher. The teachers know your child better than anyone else in school and they will appreciate you coming to them to voice your concerns.
- If you feel you will need more time to talk about your concern then please arrange a time with the class teacher when you can discuss the matter in greater detail.
- If the class teacher is unavailable, you can make an appointment to see one of the leadership team via the Administration Officer in the school office.
- Parents can also contact the school SENCo.

15. What specialist services and expertise are available at or accessed by the school

If your child is identified as having a moderate or severe SEND we can access expertise from external agencies who will support us with helping your child to make progress. We have good links with the following services/agencies:

- Speech and Language Therapy Service (SALTS)
  Sometimes children start school having already received SALT. The Speech and Language Therapists visit children in our school or at local children centres/schools. They provide support for carers and teaching staff with delivering Speech and Language support to children. They also liaise with parents.
- Educational Psychology Service (EPS)

The EPS supports the school with our knowledge of child development. They help staff and families with strategies and approaches to help children make progress in their area/s of need.

- Specialist Teacher Advisory Service
  STAs are trained teachers and they provide practical advice for teaching staff including medical and physical mobility advice.
- Forest Park Primary School Outreach Service
  Forest Park Primary School is a purpose built school in Totton for children with moderate, severe and profound learning difficulties. When needed, we work closely with their outreach teachers to gain their valuable experience in all areas of SEND.
- Behavioural Support from the Clifford Centre.
- We also liaise with many other agencies such as our school nurse and other medical care professionals.

16. How will the school prepare and support my child to join the school or transfer to a new school?

Many strategies are in place to enable your child's transition to be as smooth a possible:

- A comprehensive induction programme for new Reception children.
- Discussions occur between the previous and receiving settings prior to the pupil joining or leaving.
- Additional transition visits are arranged for those children transferring to local junior/primary schools that require extra time in their new school.
- The school SENCo will liaise with the SENCos from the receiving schools and pass on information regarding pupils with SEND.
- Some children may require a Transition Partnership Agreement meeting, which will involve the parents and class teachers from present and receiving settings.
- We write social stories with children if transition is potentially going to be difficult.
- If your child has complex needs then an IPA (Inclusion Partnership Agreement) or Education Health Care Plan (EHCP) Review will be used as a transition meeting during which we will invite staff from both settings to attend.

17. Where can I get further information about services for my child/young person?

- First point of contact should be the class teacher to share your concerns.
- You could also arrange to meet the school SENCo.

- Contact Parent Partnership: http://www3.hants.gov.uk/parentpartnership