

Manley Park Primary School



Special Educational Needs and Disabilities Information Report

Written by T Kenny

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This Policy will be reviewed annually

Welcome to our Special Educational Needs and Disabilities (SEND) information report which provides you with information about the types of support available for your child at Manley Park Primary School. We have published this report to help you to understand;

1. how we identify your child's needs,
2. who can help your child,
3. how this support can be accessed,
4. how we ensure that the support continues to be the right support for your child.

It also contributes to Manchester Local Authority's offer on support for children with special needs. For more information about support available across Manchester please go to Manchester's Local Offer:

[Manchester Local Offer](#)

Manley Park is an inclusive school. That means that your child is included in all aspects of learning and school life. Our job is to identify and remove any of your child's barriers to learning so they can achieve the very best they can at school. At Manley Park we embrace the fact that every child is different and therefore that the educational needs of every child is different and that is what makes all children special.

**How do we know if your child needs extra help?
What should you do if you think your child/young person may have a special educational need and/or disability?**

At different times in their school life, your child may have a special educational need and/or disability. In law this is defined as:

"A child or young person has a SEND if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

a) has a significantly greater difficulty in learning than the majority of others the same age, or

b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions.”

Your child may be identified as having additional or Special Educational Needs following:-

- Information from you as the parent / carer
- Information from your child’s nursery or previous school
- Information from your child’s class teacher
- Information from the school Special Educational Needs Coordinator (SENDCo)
- Information from any external agency such as Educational Psychology, Speech and Language Therapy, Child and Adolescent Mental Health Service (CAMHS), Occupational Therapy, Specific Learning Difficulties Teacher or Community Paediatrician.

How do we support your child?

1. High quality teaching

All children, including your child will receive teaching which:

- provides an appropriate level of challenge,
- has been personalised to suit your child’s needs,
- has clear learning objectives from the outset of a lesson and which are returned to at the end of the lesson
- has careful explanations of new words
- uses lively, engaging, interactive teaching styles,

- provides opportunities for visual, physical and experiential learning.

Your child's progress is reviewed every half term by the Senior Leadership Team and the support for your child is discussed. We may feel that we need to continue the way we are supporting your child or we may feel like we need to adjust the support for your child. At this point we will share this information with you and seek your opinions so that we can agree the best way forward for your child.

2. Catch Up Support

If your child's progress in learning slows down or stops then they may need some catch up support. This usually takes place in the classroom. This can include extra support for spelling, handwriting, number work or reading. This may be described by your child's teacher as a "catch up intervention". This will be a targeted programme of support led by a teacher or a teaching assistant to get your child "back on track" with their learning. This sort of support is usually done as part of a focus group though may be done as a 1-1. These interventions are planned and reviewed by your child's teacher so they can know whether the support is working or not.

3. Special Educational Need Support

If your child requires more than high quality teaching and catch up support, then school may seek advice from of an external professional such as an educational psychologist or a speech and language therapist in order to seek a better understanding of your child's needs. **At this point it is likely that your child could be considered to have special educational needs and placed on the school's special educational needs register.** In order to do this, we require your consent. Adding your child to the SEND register allows us to buy more specialist support needed. If you do not want your child to be added to the register then it may be difficult for us to get the necessary support for your child.

4. Education, Health and Care Plans (EHCP)

If your child has significant barriers to learning then they may meet the Local Authorities criteria to apply for an Education, Health and Social Care Plan. This usually means that your child must special needs which mean they are significantly far behind in their learning than most of the other children in their class. If this is the case then we may recommend that, we

submit a request to the Statutory Assessment team at the Local Authority to undertake a statutory assessment of your child's needs. The request is reviewed by a panel of SEN professionals within a 6 week deadline and a decision is made whether or not to go ahead with a formal assessment of your child's needs. If the request is agreed, the Statutory Assessment team within the LA will issue a "notification of assessment" to you. This triggers a 20 week period, during which evidence is collected by the statutory assessment team about your child's needs and the provision required to enable them to access appropriate levels of learning. This information is used to inform the writing of an Education, Health and Care Plan (EHCP). Parents / Carers and any professional that is working with your child can submit a request for a statutory assessment on behalf of your child, though usually it is the school SENDco, Tom Kenny who does this.

Some facts about your EHCP

- An EHCP is a legal document which outlines your child's special educational needs and the support they are entitled to.
- It should include information about any additional provision that the Local Authority have committed to provide for your child. This can include money, staff time, specialist equipment or resources and attendance at a school with a specialist resourced provision.
- The EHCP must be reviewed at least annually at a meeting which puts your child at the heart of it. This may be called a person-centred review. You and your child will be central to the review. These reviews should also include the team of professionals that are working around your child and should therefore be a multi-agency meeting.
- Since September 2014, all children and young people from age 0-25, who have significant special educational needs are entitled to apply for an Education, Health and Care Plan.

When providing support for your child that is “additional to” or “different from” other children in their class we engage in a four-stage process:



Assess – this stage involves collecting information about your child from discussions with you, your child, their class teacher and any other professionals who may be supporting your child.

Plan – this stage is where the team around your child agrees what barriers to learning your child has and then begins to agree personal targets for child. These personal targets will be referred to as ‘outcomes’. The plan will also include information about what support will be needed to achieve the outcomes and who will provide the support. Decisions will be recorded on an Individual Learning Plan and will form the basis for review meetings.

Do – the support your child will get actually looks like – as set out in the plan.

Review – measuring the impact of your child’s support and consider whether changes to that support need to be made. The whole team of people around your child (you, teacher, SENDCo and other professionals) should contribute to this review.

This cycle of assess, plan, do, review is then repeated as many times as is needed for your child.

How do you know who is supporting your child?

At Manley Park we have a highly experienced team of staff who may be involved in supporting your child.

Your child's teacher is responsible for:

- delivering quality first teaching and class based interventions.
- checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the SENDCo know as necessary.
- writing Individual Learning Programmes (ILP) and sharing and reviewing these with you at least once each term.
- personalised teaching and learning for your child as identified on the school's provision map.
- ensuring that the school's SEND Policy is followed in their classroom.
- writing a One Page Profile for your child (in collaboration with you and your child) and sharing and reviewing these at least once a term.

Teaching Assistants are responsible for:

- running any intervention groups that your child might be in. They may also support your child on a 1-1 basis or as a whole class when necessary.

The SENDCo (Mr. Kenny) is responsible for:

- co-ordinating your child's additional provision.
- providing professional guidance to teaching staff who are working with your child.
- working closely with you to ensure you are kept up to date with any developments around your child's additional provision.
- advising on the deployment of the school's delegated budget and other resources to meet your child's needs effectively.
- liaising with your child's nursery, previous school or future school to ensure a smooth transition for your child.
- liaising with other education, health and social care professionals to ensure that your child has appropriate provision.

- keeping up to date and accurate records of your child.
- working with head teachers and school governors with regards to reasonable adjustments and access arrangements your child may require.

The School Governor responsible for SEND (Mr Charlie Ingram) is responsible for:

- working closely with the SENDCo in leading SEND across the whole school.
- Supporting and challenging the head teacher and SENDCo with regards to SEND provision

With your consent, school may commission specialist professional support agencies to work with your child. **Your consent may not be required if we feel that your child is at significant risk of harm by not having specialist intervention.** As part of our support for your child in school, you may be invited to attend a multi-agency meeting at school to give a brief family history or to review your child's progress. This is a valuable opportunity for you to convey your views about the additional support being provided to your child.

The school currently commissions services from the following professionals:

Speech and Language Therapist – Kate Heywood, Zoe Knapman

Educational Psychologist – Dr Ken McIntyre, Amy Wong

Dramatherapist – Joanne Blezzard

Specific Learning Difficulties Teacher – Teresa Weir

How are the school's resources allocated and matched to your child's needs?

We ensure that all Special Educational Needs and Disabilities are supported to the best of the schools ability with the funds available. The budget is allocated on a needs basis. The children with the most complex needs are given the most support and occasionally this may involve 1-1 support from a teaching assistant. This does not replace your child's teacher. The teaching assistant will help your child to access their class teacher's lessons.

What training are the staff supporting children and young people with SEND had or are having?

Staff have received the following training related to SEND:

- Support for pupils with autistic spectrum condition
- Support for children with social, emotional and mental health needs
- Support for children with speech and language needs
- Support for children with physical, sensory and coordination needs
- Support for children with health needs
- Support for children with specific learning needs

What do we do if your child has a medical need?

If your child has a medical need, then a detailed Individual Care Plan is compiled with support from the school nurse and in consultation with you. These are shared with all staff who support your child. Where necessary, and in agreement with you, medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of both your child and the member of staff. Staff who volunteer to assist in the administration of medication receive appropriate training and guidance through arrangements made via the school nurse.

If your child may require an emergency medical intervention, all staff are made aware of the procedures to be followed in the event of an

emergency via a “Children who may need emergency medication” booklet displayed in the staff room. Copies of this booklet are also held in the receptions and kitchens on both sites. You must inform the school of any known changes to your child’s health needs.

How we can help your child move to a new setting?

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for your child, but especially so if your child has a special educational need. We work closely with you and your child and staff to ensure these transitions run as smoothly as possible.

If your child is due to move to a new educational setting we will work with you and your child’s new school to develop a transition programme. This usually involves, sharing information about your child with staff at the new school and arranging visits to the new school to meet their new teacher and/or support worker. We will create a transition book for your child which typically includes photographs of the new school and new teacher and your child’s one page profile.

Planning for your child’s transition to Secondary school will take place in the Summer Term; arrangements for transition to Secondary School for your child will be planned according to their individual need.

How do we help your child if they are a new starter at Manley Park?

If your child is starting in our nursery or reception class a member of staff will try to meet you and your child prior to your child starting. This may be at your home. Any concerns about your child’s needs will be brought to the attention of the SENDCo.

If your child is joining Manley Park from another school or nursery the SENDCo will contact your child’s previous setting to collect information

about your child. This information will then be shared with your child's new class teacher.

Where necessary the SENDCo may contact any professionals that are supporting your child in order to ensure that appropriate provision is in place when your child starts at Manley Park.

How do we keep your child safe?

When any new activity is being planned by school, risk assessments are completed as part of the planning process. If an activity is being repeated (e.g. weekly, annually etc.) the risk assessment will be reviewed, but a new record may not be submitted if the activity and the identified risks have not changed, although a note of the review will be logged. The risk assessment will be carried out by your child's class teacher and signed off by the Educational Visits Coordinator.

The level of supervision provided during break times and lunch times ensures the health, safety and welfare of your child. A duty rota for break time supervision is displayed in the staff room. At least two members of staff are on duty in and around the playground spaces at all times to ensure adequate supervision of your child. Class teachers will escort your child to the playground in an orderly manner. At the end of playtime, the teacher on duty blows the whistle and your child lines up in their class group. Your child's class teacher will then escort your child back inside the building to their classroom.

How can your child access extra curricular activities?

Activities and school trips are available to all our pupils. Teachers plan educational visits which are appropriate and accessible to all the children in their class. Risk assessments are carried out and procedures are put in place to enable all children to participate.

The school has out of school hours clubs which include a breakfast club and an after school club; there are also a range of school activity clubs available to your child. These clubs are not always run by school staff and usually have some cost attached. Where an after school club is run by a private provider, it is the duty of the private provider to ensure you're your child can be fully involved.

How can you get more involved?

At Manley Park, we value the importance of building positive relationships with all parents and families within our school community. You can make an appointment to speak to **Ms Sobelewski, our Family Support Worker**, via the School Office. Part of her role is to work closely with all staff, outside agencies and other external organisations to improve opportunities for all our children and their families.

You can also attend the **SEND Families group** which aim to meet once a month. This group is parent led, and is a great opportunity for you to find out more about special educational needs and to meet and talk to families in similar situations. For more information contact the school SENDCo, Mr. Kenny.

How can you raise concerns if you need to?

We work hard to build positive relationships with all parents by having open and honest lines of communication. You can discuss any concerns you may have about your child with your child's teacher or the school SENDCo, Mr Kenny. Your class teacher will be available at the start or end of the day and you can make an appointment with the class teacher or SENDCo through the school office. You can also discuss any concerns you might have during parent's evenings which are held in October, March and July.

However, if you ever feel that you have not been listened to or disagree with the school or the Local Authority about provision for your child you can seek independent advice (see family service directory at the end of this report).

Where can you go for further advice and support?

The Manchester's SEND Local Offer

offers information for parents, in a single place. The Local Offer helps children, young people and their parents to understand what services and support they can expect from a range of local agencies - including their statutory entitlements. For information about SEND services from Manchester (local offer): [Manchester Local Offer](#)

Independent Advice Service (formerly known as Parent Partnership)

Information, Advice and Support (IAS) Manchester
Westwood Street Centre
Westwood Street
Moss Side
M14 4PH

0161 209 8356 (Monday to Friday, 10am - 3pm)

Email: parents@manchester.gov.uk

IAS Manchester offers independent information, advice and support to parents and carers to increase their involvement in the education of their children with SEND. The service also ensures that parents, carers and young people have access to information and advice about issues relating to the child or young person's health and social care.

Together Trust (Independent Supporters Team)

Together Trust Centre
Schools Hill
Cheadle
Cheshire
SK8 1JE

0161 283 4848 and ask for a member of the Independent Support Team.

[Together Trust - Independent Support Services](#)

The Together Trust's Independent Support services provides impartial information and support to families and young people with special

educational needs who are going through the process of developing an EHCP in Bolton, Bury, Oldham, Manchester, Salford and Tameside.

Manchester school admissions

0161 234 7188

School's Governing Body You may wish to join our Governing Body – contact can be made via the school office - or get involved through our active Parents and Teachers Association (PTA). You can find information about our PTA on their blog: [Manley Park Parent Teacher Association](#)

School SEND Coordinator – Mr Kenny

You are also very welcome to make an appointment with Mr Kenny. Appointments can be made via the school office (0161 881 4338).

Further information can be found on the school's website regarding policies and school events.

Feedback

This report is intended to give you a clear, accurate and accessible information. If you would like to comment on the content or make suggestions to improve the information, please email communication@manleypark.com