



Whole School Policy for Special Educational Needs

Reviewed: September 2025

Next review: September 2026

Signed _____ (Chair of Governors)

Signed _____ (Head teacher)

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

More details about the reforms and the SEN Code of Practice can be found on the [Department for Education's website](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25):

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Introduction:

Our SEND policy aims to set out how our school will support and make provision for pupils with special educational needs (SEN) and disabilities. This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

Our Vision

The best start in life for all our children - no excuses - no compromise.
Learning Together, Success Forever

Our Values

- Respect
- Kind
- Ready
- Safe
- High Expectations

Categories of SEN:

Our school currently provides additional and/or different provision for a range of needs, including:

Communication and Interaction – A difficulty in communicating with others. This may be because children have difficulty saying what they want to, understanding what is being said to them, or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD), including Asperger's syndrome, and children with speech and language difficulties.

Cognition and Learning - Children with learning difficulties often learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD) affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health – Children can experience a wide range of social and emotional difficulties which may manifest themselves in many ways, for example, becoming withdrawn or isolated, or displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties. Other children may have difficulties such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder.

Physical and/or Sensory Needs – Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. For example, children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) may require specialist support and/or equipment to access their learning.

Children's needs and requirements may fall into one or more of these four areas; many children will have inter-related needs.

The identification of SEND is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEND. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

Aims and objectives

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Refer to

- Assessment Policy, Disability Policy, Access Policy,

Our aims are:

- To create an environment that meets the special educational needs of each child;
- To ensure that the special educational needs of children are identified, assessed, and provided for;

- To make clear what is expected of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's special educational needs;
- To enable all children to have full access to all elements of the school curriculum;
- To ensure that parents can play their part in supporting their child's education;
- To ensure an environment that values children's strengths, develops the child's potential, and ensures the provision of basic skills for adult life;
- To ensure that our children have a voice in this process.

Our objectives are:

- To identify any barriers to learning at the earliest opportunity. We will gather information from parents and carers, previous settings, and Health and Care services.
- To follow the 'Assess, Plan, Do, Review' graduated approach cycle recommended in the SEND Code of Practice.
- To develop effective whole school provision management of support for pupils, focusing on inclusive practices and removing/reducing barriers to learning to ensure pupils with SEND have full access to the Early Years Foundation Stage and the National Curriculum.
- To support all pupils with SEND to meet or exceed the high expectations we set for them against national data and based on their age and starting points.
- To ensure that assessment and monitoring systems are effective and provide sufficient information of attainment and achievement for careful planning of progression.
- To ensure that all those involved with children with SEND work as a team to support each child's learning, including outside agencies.
- To take into account the views of pupils and their parents/carers and to encourage their participation and partnership in decision-making about provision to meet special educational needs.
- To ensure that every child experiences success in their learning and achieves the best possible educational and other outcomes.
- To support children and young people with SEND and medical conditions to take part in the activities of the school alongside those who do not have SEND.
- To value and encourage the contribution of all children to the life of our school.
- To work with the Governing Board to enable them to fulfil their statutory monitoring role with regard to the specific supervision of the school's arrangements for SEND.
- To work closely with partners in education, health and social care, where appropriate, to support the needs of individual pupils, ensuring that there is a multi-professional approach to meeting the needs of vulnerable learners.
- To ensure that all staff have access to continuing professional development and advice to support quality teaching and learning for all pupils.

- To help children and young people prepare for a successful transition into the next phase of their education and to adulthood.
- * To enable all children to have full access to all elements of the school curriculum;
- * To ensure that parents can play their part in supporting their child's education;
- * To ensure an environment that values children's strengths, develops the child's potential, and ensures the provision of basic skills for adult life;

Facilities for pupils with SEN

The school has a range of specialist SEN facilities in place. These are:

Physical environments

- Chair lift
- Disabled toilet and changing bed
- Smooth entrances from the playground
- Ramp to the front entrance and portacabin
- Brightly coloured Handrail to the front entrance
- Wide doors to the nursery and school
- Handles on new doors, which are advised by the LA
- Wheelchair friendly doormats
- Window blinds for anyone with visual impairment
- Accessible storage for wheelchairs and walkers
- Learning Support Assistants or auxiliary staff are employed as appropriate and realistic, to meet physical needs
- Acoustic tiling - one classroom with a lowered ceiling to support children who are sensitive to noise or partially deaf.
- In-house enhanced provision unit (Heart Hut)

Assistive technology

- Laptops and iPads are applied for and used by named pupils on a case-by-case basis as and when required.

Enhanced Provision Unit (Heart Hut)

- Due to the increasing number of children with complex communication and interaction needs, Manor Park is currently providing an (in-house) EPU to provide a flexible learning environment, with a low sensory demand, in which these children can access focused tasks. This has been created following advice from the local authority Specialist Inclusion Support Team.

The Local Offer

What is the local offer?

The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It describes the services and provision that are available both to the families in Nottinghamshire who have an EHCP and those who do not have a plan but still experience some form of special educational need.

Nottinghamshire's Local Offer is available at:

www.nottinghamshire.sendlocaloffer.org.uk

Manor Park's Local Offer is also available on our school website.

The SEND team at Manor Park Infant and Nursery School:

Stefanie Hanson: Headteacher (also Designated Safeguarding Lead)

Special Educational Needs & Disability Co-ordinator (SENCo): Mrs Rachel Bower

Designated Governor for SEND: Jenny Alexander-Brown

The responsibility for the coordination of SEN provision

- The person responsible for overseeing the provision for children with SEN is Miss Stefanie Hanson, Head Teacher.
- The person co-ordinating the day-to-day provision of education for pupils with SEN is Mrs Rachel Bower (SENCO), and Mrs Brooks (Assistant SENCO).
- All teachers are trained to work with children with SEND, and all members of staff have access to advice, information, resources and training to enable them to support children with SEND effectively.
- Continuing professional development opportunities are provided through access to LA courses or INSET training organised by the school and or family of schools.
- Training needs are identified in response to the needs of pupils currently on the SEND register.

Each class teacher is responsible for:

- The progress and development of every pupil in their class;
- Working closely with any support staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- Working with the SENCo to review each pupil's progress and development and decide on any changes to provision;
- Ensuring they follow this SEND policy.

Teachers have access to a copy of the full SEND Register and/or alternative school documents used for tracking identified pupils, as well as information on individual pupils' special educational needs, e.g. PEN Passports, targets, reports from external agencies and Additional Funding Needs/High Level Needs bids. In Nottinghamshire mainstream settings, High Needs / top-up allocations are distributed via the Additional Family Needs (AFN), Family Network Funding (FNF) and High Level Needs (HLN) funding mechanisms.

The Governing Board, in consultation with the Headteacher, determines the school's policy and approach to provision for pupils with special educational needs, establishes the appropriate staffing and funding arrangements and maintains a general overview of the school's work.

It is the statutory duty of the Governing Board to appoint a representative to oversee SEND provision and to ensure that the school makes appropriate provision for any child with SEND following the requirements of the SEND Code of Practice.

The SEND Governor will work with the Headteacher and SENCo to determine the strategic development of the SEND policy and provision in the school. They will also help to raise awareness of SEND issues at Governing Board meetings and monitor the quality and effectiveness of SEND provision within the school and update the Governing Board on this.

The graduated response to SEND support:

According to The SEND Code of Practice: 0-25 years (January 2015), the Graduated Approach can be described as:

"A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing."

By using the Graduated Approach, we aim to make reasonable adjustments to ensure that wherever possible, children and young people with SEND can access and have their needs met within our mainstream provision, so that they enjoy the same opportunities as their peers, wherever and are fully included within school.

At Manor Park, we endeavour to ensure that all pupils have access to a broad and balanced curriculum through high-quality whole-class teaching. The Universal Level describes the support that is available to all pupils, including those with and without SEND. At the Universal Level, needs are met through High Quality Teaching and Learning, along with universal health and care services that are available to all children and young people. In many cases, pupils with SEN and/or disabilities will be able to study the full curriculum within whole-class settings. Careful planning of lessons and regular assessment of pupil achievement and progress can address potential areas of difficulty and remove many barriers to learning. We also consider evidence that a pupil may have a disability under the Equality Act 2010, and if so, reasonable adjustments may need to be made for them.

Universal Provision

Universal provision forms the foundation for all other provision or support in schools, colleges and other settings, and comprises high-quality teaching that is made available to all. This includes strategies, resources and adaptations to the curriculum and environment that teaching staff use to remove barriers to learning for children and young people. Universal provision is based on inclusive approaches to teaching and learning, which benefit all children but are essential for those with SEND.

'The leaders of early years settings, schools and colleges should establish and maintain a culture of high expectations that expects those working with children and young people with SEN or disabilities to include them in all the opportunities available to other children and young people so they can achieve well'. (SEND Code of Practice, 2015 para. 1.31)

Identifying children with SEND

In addition to high-quality teaching, some children may need additional support, such as focused interventions targeting particular skills. We recognise the benefits of early identification of SEND and that making effective provision at the earliest point improves long-term outcomes for the child or young person.

Children with SEND are identified as early as possible within our setting. Initial concerns are usually raised through comments brought by parents or school staff working directly with the child. These concerns may be based on the pupil's general well-being, their emotional or behavioural presentation, their progress in comparison to their peer group, or their profile against recognised characteristics of specific forms of SEND.

At Manor Park, we assess each pupil's current skills and levels of attainment on entry and at regular intervals, building on information from previous settings where appropriate. Assessment may include progress in areas other than attainment – for instance, where a pupil needs to make additional progress with their wider development or social needs in order to make a successful transition to adult life. Class teachers, supported by the Senior Leadership Team, make regular assessments of progress for all pupils. These assessments seek to identify pupils making less than expected progress.

Where a pupil is making less progress than expected, the first response is high-quality teaching targeted at their areas of weakness. The progress of every child is monitored termly. If children are identified as continuing to make less than expected progress, given their age and individual circumstances and in spite of High Quality Teaching, they are discussed with the SENCo and/or Headteacher and a plan of action is agreed. This will be based on our school's Graduated Response for SEND. The class teacher, working with the SENCo, will assess whether the child has SEND. While gathering evidence (including the views of the pupil and their parents), the school may put in place extra teaching or other interventions, designed to secure better progress, that are additional to or different from those provided as part of the school's usual curriculum offer and strategies. The pupil's response to such support can help identify their particular needs.

Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.

In addition to school-based assessments, parents/carers may ask us to look more closely at their child's learning. We understand the importance of listening and understanding when parents express concerns about their child's development. We also listen to and address any concerns expressed by children and young people themselves. Frequently, the concern can be addressed by quality first teaching or parental support. Otherwise, a graduated approach to supporting pupils with SEN or disabilities is initiated, following the process explained below.

Quality First Teaching:

a) Any pupils who are falling significantly outside the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

b) Once a pupil has been identified as possibly having SEN, they will be closely monitored by staff to gauge their level of learning and possible difficulties.

c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

d) The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.

e) Through (b) and (d) it can be determined which level of provision the child will need going forward.

f) If a pupil has recently been removed from the SEND register, they may also fall into this category, as continued monitoring will be necessary.

g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

h) The child is formally recorded by the school as being under observation due to concern by parent or teacher, but this does not place the child on the school's SEND list. Parents are given this information. It is recorded (on the Concern Register) by the school as an aid to further progression and for future reference.

SEND Support:

In deciding whether to place a child on the SEND register, the teacher and SENCo will consider all of the information gathered from within the school about the pupil's progress, alongside data and expectations of progress. This will include formative assessment, using effective tools and reliable assessment materials. For higher levels of need, the SENCo may (with parental consent) request the involvement of external support services (such as Educational Psychology, Schools and Family Support Services, Speech and Language Therapy, CAMH's Links Service, Physiotherapy and Occupational Therapy Services) who can provide more specialist advice and assessments that can inform planning and measurement of a pupil's progress, give guidance on the use of specialist strategies or materials, help with setting targets, and in some cases provide support for particular activities.

When pupils have been identified as having persistent and moderate difficulties and display SEND requiring provision that is additional to and different from the mainstream curriculum, a meeting with parents (and pupils where appropriate) will be arranged before placing the child at SEND support and adding the child to the school's SEND register. This meeting will include information gathering with the aim of developing a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. The school will then seek to remove barriers to learning and put effective special educational provision in place, following the cycle of assess, plan, do, review, with the child/young person at the centre of the process.

Once a child has been identified at SEND Support, a (PEN Passport) Personalised education plan of support is set up. This is used to record the child's and parents' views and to collate assessment data from a range of sources. Including the child's view is very important, and this information is gathered in various ways depending on their age and ability.

Details of additional levels of support are recorded to outline the provision available to the child. Parents will be fully involved in the planning of support for their child and will have the opportunity

to discuss their child's progress at regular meetings (termly) where the PEN Passport will be discussed and reviewed, along with the impact of interventions. Where appropriate, children will also be involved in this meeting to seek their advice, update the pupil passport and review their targets and set new ones.

Targets for children at SEND Support are specific to their needs in an attempt to close the attainment gap between the child and their peers. Interventions are often crucial in closing these gaps, so they are monitored closely by both the class teacher, subject lead, SENCo and Headteacher. Interventions and other support strategies are planned and reviewed each term or sooner. Children's progress towards their targets is assessed and recorded. A decision is then made as to whether to continue the intervention/support strategy, to change to a new intervention/strategy, or to allow a period of consolidation in class/group.

SEND support can take many forms. This could include:

- an individual learning programme (this may be in the classroom or accessing an alternative area of learning best suitable to their individual needs)
- evidence-based interventions to support different areas of need
- additional support from a teacher or a teaching assistant
- creating or adapting materials, resources or equipment
- working with a child in a small group
- maintaining specialist equipment
- observing a child in class or at break and keeping records
- supporting a child to take part in class activities
- making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult
- helping other children to work with a child, or play with them at break time
- supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing
- following a care plan or action plan provided by an external agency, e.g. Educational Psychology, Speech & Language Therapy, Physiotherapy, Occupational Therapy, Healthy Schools Team etc.
- Social, Emotional and Mental Health support through ELSA sessions.

Meetings with parents will be held termly and a record kept to support the assess, plan, do, review cycle.

We keep a record of any external agency support, contact, or advice, as well as any records of observations or evidence which supports any observed impact on learning (e.g. class work, photos, behaviour log, etc.) Support for children at SEND is tailored to the needs of the individual child and provided through a variety of means. The school uses a range of support strategies and interventions, which are recorded on an individual or class provision map. These are reviewed and evaluated at least termly. When allocating additional TA support for children, our focus is on

outcomes, not hours: we aim to put in sufficient support to enable each child to reach challenging individual targets, but without developing a learned dependence on an adult.

Complex Needs

If a child's difficulties are persistent and significant, requiring consistent high levels of specialist interventions, the next stage of the Graduated Approach is COMPLEX. If a child fails to make progress, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of the child at SEND Support, the school (or parents) may apply for the child to be assessed for an EHC Plan.

A request for an EHCP assessment will only be made in a small minority of cases where a child has demonstrated significant special educational needs. School (or parents) will complete an EHC Needs Assessment application, which collates information about the child's progress over time, and also includes documentation in relation to the child's special educational needs and any action taken to deal with those needs, including resources or special arrangements put in place. External agencies will be invited to provide additional relevant information. Pupil and parent views will also be collected. The EHC Needs Assessment Application is submitted to the Local Authority. All decisions relating to EHC needs assessments are made by a multi-agency panel comprising representatives from health, social care, mainstream and special schools, an educational psychologist, a 0-25 SEND Officer and the SEND Service Manager. The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school, together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths and aspirations, as well as the barriers they face. Following the meeting, the LA will produce an EHC Plan which will record the decisions made at the meeting, bringing together the child's health and social care needs as well as their special educational needs. This EHCP will be reviewed by the school each term and either biannually (if the child is under 5) or annually by the LA.

An EHC Plan includes:

- Record of parental views;
- Record of child or young person's views;
- Ongoing, collated assessment data from a range of sources (e.g. class teacher and SENCo);
- Smaller, SMART targets for the child or young person based on outcomes described in the EHC Plan;
- Record of implemented and reviewed resources and strategies - including resulting impact and progress (assess, plan, do, review cycles);
- Specific amounts (times and costs) – e.g. costed provision map;
- Log of meetings with parents - minimum of 3 meetings within 12 months to support the assess, plan, do, review cycle;
- Record of any external support, contact or advice (including action plans, reports or assessments) which has been implemented and reviewed;

- Records of any completed observations or evidence which supports any observed impact on learning (e.g. class work, photos, etc.).

Specialist Provision: For a very small minority of pupils with SEND, it may be deemed necessary for them to receive their education within specialist provision. This outcome will be presented at a multi-agency EHCP review meeting, with the final decision being made by a multi-agency panel comprising representatives from health, social care, mainstream and special schools, an educational psychologist, a 0-25 SEND Officer and the SEND Service Manager.

Allocation of resources for pupils with SEND

All pupils with SEND will have access to Elements 1 and 2 of a school's budget (Up to £6,000). Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools (the Family of Schools comprises a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools.

The Headteacher, in discussion with Governors and SENCo, determines the support staffing allocation and budgetary implications with reference to supporting pupils with SEND.

Criteria for removing pupils from the SEND Register.

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with High Quality Teaching, they may be removed from the SEND register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

Inclusion of pupils with SEND.

The Headteacher oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is reviewed to ensure it promotes the inclusion of all pupils. This includes learning outside the classroom. The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit, the Multi-Agency Safeguarding Hub (MASH) and the GAPS Team (Gedling Area Partnership). The admission arrangements for all pupils are in accordance with national legislation.

Evaluating the success of the provision.

SEND provision is mapped and evaluated to enable pupils to achieve academic and wider outcomes. A child's provision is monitored regularly by the SENCo. Parents are informed of their child's progress and the effectiveness of provision through termly review meetings. This allows parents to give their opinions about their child's provision, targets and outcomes. Should provision be provided by an outside provider, it is our responsibility to measure and evaluate the success of such provision, through liaising with the appropriate professionals and ensuring clear communication between all agencies involved.

Termly progress meetings between the class teacher and SLT are also held to monitor the progress of different groups, including children with SEN.

In service training (CPD).

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENCo regularly attends Springboard meetings – the Family of Schools SEND planning meetings - where representatives of Schools & Families Specialist Service and Educational Psychology Service are available to provide support and advice.

The SENCo attends relevant SEND courses and facilitates/signposts relevant external training opportunities for all staff.

The SENCo and the senior leadership team ensure that training opportunities are matched to school development priorities and those identified through the use of provision management. We regularly review CPD training to ensure it matches the individual needs of our children.

Working in Partnership with Parents.

We believe that a close working relationship with parents is vital in order to ensure early and accurate identification and assessment of SEND, leading to the correct intervention and provision. Collaboration between school and home is vital in supporting the social and academic progress of children and helping the child to meet personal and academic targets. The class teachers will talk to parents termly and also more informally at the end of the day or by appointment. If more frequent contact with parents is necessary e.g. in times of crisis or approaching transition, this will be arranged by the SENCo and/or class teacher according to the individual pupil's needs. If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regard to future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up with regard to the provision for their child.

Admission arrangements

Manor Park Admissions Policy is available on the school's website.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans, and those without.

The School's Governing Body upholds the premise that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice, in that all schools should admit pupils already identified as having SEND, as well as identifying and providing for pupils not previously identified as having SEND. Pupils with SEND must be treated as fairly as all other applicants for admission.

At Manor Park, we have adopted a whole-school approach to SEND policy and practice. Pupils identified as having SEND are, as far as is practicable (refer to access plan), fully integrated into mainstream classes. Every effort is made to ensure that they have full access to a broad and balanced curriculum in line with the National Curriculum and are integrated into all aspects of the school.

Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCo and Headteacher, who will then inform the child's parents.

The following services will be involved as and when necessary:

- Speech and Language Team
- Paediatric Occupational Team
- Cognitive and Learning Team
- Communication and Interaction Team
- Behavioural Support
- Medical (NHS)
- Educational Psychologist

Links with other schools

The school is a member of The Colonel Frank Seely SEND 'springboard' group of schools. SENCOs from each school in the 'family' meet regularly to discuss issues and to ensure a collaborative approach to Special Needs within the 'family'.

'Family' training days for SENCOs are held regularly. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Transition

At Manor Park School, we have an established working partnership with Sir John Sherbrooke Junior School and a strong transition programme for transition at each stage from Home to Nursery and through School until transition to year 3 to the receiving KS2 placement.

From Home to Nursery:

- The Nursery values any information that parents share about their child's needs as they enter the nursery setting. ***Only with parent's permission***, sharing of information from other agencies can also be invaluable in ensuring a good start for pupils with special needs.

From Manor Park Nursery and other Pre-School settings to Foundation Stage:

- The Reception class teachers liaise closely with the Nursery Staff and staff at any other preschool settings to pass on information about specific children with SEND. If the needs are Complex, then the Head Teacher and/or SENCO will attend any review meetings.
- If appropriate, extra familiarisation visits in addition to usual transition arrangements will be made for children with SEND.
- Prior to transfer, Manor Park will receive the SEND register for new entrants, details of outside agency involvement, any programmes of work, examples of successful methods/approaches and all confidential files, including each child's individual records. This information will be held by the SENCO and shared with the class teacher.

From Key Stage 1 to Key Stage 2:

- Staff from the receiving Junior school, Sir John Sherbrooke, (or other receiving junior schools) meet with the SENCO and Class Teachers at Manor Park to discuss any pupils with SEND that will be transferring up to them
- Information and details of outside agency involvement are passed on to the appropriate school, where appropriate. For children with a higher level of need, transition review meetings are held between Manor Park and Sir John Sherbrooke, and include the parent/s of the child so all necessary information is shared and the views of parents and the child are fully understood
- Transition events are planned between the schools, including a Year 3 transition parents' evening
- Sir John Sherbrooke staff, visit Manor Park to carry out additional work with SEN pupils to support transition
- To fully meet their various needs on transition, additional visits for specific children are often Arranged on a case-by-case basis.

Complaints procedure.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher, who will be able to advise on the formal procedures for complaint. A copy of the school's complaints procedure is also available from the school office.