



SEND Information Report  
September 2024

## Introduction

Manor Park Infant and Nursery celebrates the differences between all of our children and young people and values the contribution which every member makes to the school community and our community as a whole, including the Colonel Frank Seeley Family of Schools.

We recognise and embrace that good quality teaching for all children and young people and at every stage in a child and young person's journey through early education, school and further education and training is vital to unlocking their potential. (CoP 2014 1.24)

The five broad 'areas of need' recognised by Nottinghamshire Local Authority are:

- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Communication and Interaction
- Sensory and Physical Needs
- Anxiety Related Needs

## What is the Local Offer?

The LA Local Offer

- The Children and Families Bill of 2014 states that, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25.

This is the 'Local Offer'.

- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

## The School SEN Information Report

This utilises the LA Local Offer to meet the needs of SEN pupils as determined by school policy, and the provision that the school is able to meet.

Answers to the following questions will provide more information about the Local offer from.

## Manor Park Infant and Nursery and how we can support your child

1. Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs or Disability (SEND)?
2. What are the different types of support available for children with SEND in our school?
3. How can I let the school know that I am concerned about my child's progress in school?
4. How will the school let me know if they have any concerns about my child's learning in school?
5. How is extra support allocated to children and how do they progress in their learning?
6. Who are the other people providing services to children with SEND in this school?
7. How are the staff in school helped to work with children with SEND and what training do the teachers have?

8. How will the teaching be adapted for my child with SEND?
9. How will we measure the progress of your child in school?
10. What support can we offer for you as a parent of a child with SEND?
11. How is Manor Park accessible to children with SEND?
12. How will we support your child when they are joining, leaving or moving within this school?
13. How will we support your child's emotional and social development?
14. What impact is Manor Park having on our children with SEND?

### Question 1

Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs or Disability (SEND)?

The class teacher is responsible for:

- 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 Special Education Needs/Disabilities Co-ordinator (SENCo) know as necessary.
- Writing Pupil Progress targets or PEN Passports (Personal educational needs passport) which could be based on the smaller steps outlined in B Squared/Small Steps/Progression Steps and sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

The SENCO: Mrs Rachel Bower

SENCO Assistant: Mrs Leanne Brooks

Responsibilities:

- Developing and reviewing the school's SEN policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are:
  - i) Involved in supporting your child's learning
  - ii) kept informed about the support your child is getting
  - iii) Involved in reviewing how they are doing.
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEN Provision Map (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that a record of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

The Head teacher: Miss Stefanie Hanson is responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head teacher will give responsibility to the SENCO assistants and class teachers but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEN Link Governor: Jenny Alexander Brown is responsible for:

- Making sure that the necessary support is given for any child with SEND who attends the school.

## Question 2

What are the different types of support available for children with SEND in our school?

a) Class teacher input, via excellent targeted classroom teaching (Quality First Teaching).

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class in a way which suits their needs.
- That specific strategies (which may be suggested by the SENCO) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- Specific targeted group work
- Intervention which may be within the classroom or lead by a teacher or a teaching assistant (TA).

b) Specialist support offered by outside agencies, e.g. Speech and Language therapy

- Local Authority central services, such as the Schools and Families Specialist Services (SFSS), Healthy Families team, The Education Psychology Service (EPS) or Sensory Service (for students with a hearing or visual need).
- Health representatives such as the School Nurse
- Outside agencies such as GAP (Gedling Area Partnership)

What could happen?

- You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. an Educational Psychologist. This referral involves a synopsis of your child's needs being taken to a working body of professional people called a 'Springboard' and asking relevant professionals for support. These referral systems take place termly and include the Colonel Frank Seely Academy of school representatives. If support is then allocated, it may help the school and you to

understand your child's particular needs better and be able to support them more effectively in school.

- The specialist professional will work with your child's class teacher for a limited period of time to understand their needs more fully and make recommendations as to the ways your child is given support.

#### c) Specified Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via an Education, Health and Care Plan (EHC). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your child will also need specialist support in school from a professional outside the school.

This may be from:

- Local Authority central services, such as the Schools and Families Specialist Services (SFSS), The Education Psychology Service (EPS) or Sensory Service (for students with a hearing or visual need).
- Health representatives such as the School Nurse/Healthy Families Team
- Outside agencies such as GAP (Gedling Area Partnership)

For your child this would mean

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), appear complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

### Question 3

How can I let the school know that I am concerned about my child's progress in school?

If you have concerns about your child's progress, you should speak to your child's class teacher initially.

- If you continue to be concerned that your child is not making progress, you may speak to the

Special Education Needs/Disabilities Co-ordinator (SENCO)

- Mrs Rachel Bower
- SENCO Assistant: Mrs Leanne Brooks
- Head Teacher: Miss Stefanie Hanson
- The school SEN Governor: Jenny Alexander Brown can also be contacted for support (They can be contacted via the school office on 0115 9652472)

#### Question 4

How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child
- May request consent to discuss your child's needs or involve external agencies to offer further support and advice.

#### Question 5

How is extra support allocated to children and how do they progress in their learning?

- The Head Teacher and the SENCO/SENCO assistant discuss all the information they have about SEND in the school, including:
- the children getting extra support already,
- the children needing extra support,
- the children who have been identified as not making as much progress as would be expected.
- School follow a clear graduated response to any concerns.

From this information, they decide what resources/training and support is needed.

- The school identifies the needs of SEN pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

#### Question 6

Who are the other people providing services to children with SEND in this school?

School provision may include

- Teachers responsible for teaching SEN groups/individuals
- Teaching Assistants working with either individual children or small groups
- Teaching Assistants offering support for children with emotional and social development needs, either as individual children or small groups

Local Authority Provision delivered in school may include:

- Schools and Families Specialist Services
- Healthy Families Team

- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Parent Partnership Service
- SALT (Speech and Language Therapy)

Health Provision delivered in school may include

- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHs

### Question 7

How are the staff in school helped to work with children with SEND and what training do the teachers have?

The SENCO's job is to support the class teacher in planning for children with SEN.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. This includes whole school training on SEN issues, such as Autism Spectrum Condition (ASC) Speech and Language difficulties and Anxiety/trauma related needs as appropriate with the needs of children in the school.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. from the SFSS Team

### Question 8

How will the teaching be adapted for my child with SEND?

Class teachers plan lessons according to the specific needs of all groups of children in their class (including using BSquared targets) and will ensure that your child's needs are met.

- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning (including that for specific BSquared targets) and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.

### Question 9

How will we measure the progress of your child in school?

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally with the Head teacher/SENCo every half term in reading, writing and math's.

- If your child is in Reception or above, a more sensitive assessment tool can be used if required, which shows their attainment in more detail – breaking learning down into smaller steps (BSquared).
- All teachers carry out assessments at the end of each year
- Where necessary, children will have an PEN Passport with individual targets based on BSquared assessments which may possibly be set by outside agencies specific to their needs. Targets will be set using these assessment levels and designed to accelerate learning and diminish the gap. Progress against these targets will be reviewed regularly and a future made.
- The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.
- Children's work is looked at regularly (book scrutiny) and lesson observations are carried out by the SENCO and other members of the Senior Management Team, to ensure that the needs of all children are met and that the quality of teaching and learning is high.

#### Question 10

What support can we offer for you as a parent of a child with SEND?

The class teacher is regularly available\* to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

- The SENCO/SENCO assistant are available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you and the person involved directly, or where this is not possible, through a report.
- Personal progress targets will be reviewed with your involvement every term.
- Homework will be adjusted as needed to your child's individual requirements.
- A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.
- Appointments will need to be made for detailed discussions.

#### Question 11

How is Manor Park accessible to children with SEND?

- The school is fully compliant with PDSS requirements.
- The school is on a single level with easy access and double doors.
- There is an onsite disabled toilet and changing facilities.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs.
- After-school provision is accessible to all children, including those with SEN.
- Extra-curricular activities are accessible for children with SEN.

#### Question 12



How will we support your child when they are joining, leaving or moving within this school? We recognise that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- The SENCO will visit previous educational setting or home if appropriate.
- Your child may be provided with a 'Transition book' to support them in understanding moving on with photos of their new setting and key workers
- Your child will be able to visit our school and stay for a new starter's session and possible additional visits should they require it.
- The SENCO will arrange any multiagency meetings appropriate to support you and your family.

If your child is moving to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCO from the new school.
- Your child may be provided with a 'Transition book' to support them in understanding moving on with photos of their new setting and key workers
- We will make sure that all records about your child are passed on as soon as possible.
- Additional visits will be arranged and facilitated should they be required. We will endeavour to make regular and planned transition visits to your child's new school with your child.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in every case a planning meeting will take place with the new teacher. PEN Passports with provision maps will be shared with the new teacher.
- Your child may be provided with a 'Transition book' to support them in understanding moving on with photos of their new classroom and key workers

In Year 2:

- The SENCO/SENCO assistant will discuss the specific needs of your child with the SENCO of the child's receiving Junior school. In most cases, a transition review meeting to which you will be invited will take place with the SENCO from the new school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child at Manor Park.
- Your child may be provided with a 'Transition book' to support them in understanding moving on with photos of their new classroom and key workers

### Question 13

How will we support your child's emotional and social development?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support this development. However, for those children who find aspects of this difficult we offer/will organise as appropriate;

- ELSA support from our trained emotional literacy support assistant.
- Further training and support for staff from other professionals to address individual needs such as the Behaviour Support team (GAP)
- If your child still needs extra support, with your permission the SENCO will access further support through the LA referral processes to outside agencies e.g. CAMHS, CAF/EHAF
- Lunchtime and playtime support through planned activities and groups including planned nurture group
- We ensure that different aspects of Pupil Voice are heard within class and small group discussions
- We have also become a MHST (Mental Health Support Team) school

#### Where can I access more information?

- Manor Park Infant and Nursery School SEN Policy
- School website SEND page
- <https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9>
- <https://askusnotts.org.uk/support/parents-and-carers>

#### Useful contacts/telephone numbers

- Ask Nottinghamshire 0115 8041740
- LA SEND: 0300 500 8080
- Social Services: 01623 520520
- CAMHS 01623 969 1300
- Calverton Children's Centre

Family Action - SMALL STEPS support for parents of children diagnosed with ASC,

[www.nottinghamshiresmallsteps@family-action.org.uk](mailto:www.nottinghamshiresmallsteps@family-action.org.uk)