



Making People Successful

Manor Primary School
Special Educational Needs and Disabilities (SEND) Information Report

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Introduction

At Manor Primary School, we are committed to providing an inclusive education where every child is valued, supported and encouraged to achieve their full potential. We strive to ensure that all pupils feel welcomed, respected and included in every aspect of school life, promoting a strong sense of belonging and providing opportunities for all to succeed.

Our ambition is to create an atmosphere of encouragement, acceptance, respect for achievement and sensitivity to individual needs in which all pupils can thrive. We provide an ambitious, broad and balanced curriculum that enables all pupils, including those with Special Educational Needs and/or Disabilities (SEND), to develop the knowledge, skills and confidence they need to succeed.

We support pupils to prepare for adulthood through the development of communication, independence, emotional wellbeing, community participation and life skills appropriate to their age and stage of development. Our inclusive approach is rooted in our commitment to Making People Successful, helping every child to achieve, participate and thrive.

This report should be read alongside the school's SEND and Inclusion Policy, Accessibility Plan and the Reading Local Offer.

1. What kinds of Special Educational Needs and Disabilities (SEND) does Manor Primary School provide for?

Manor Primary School provides for pupils with a range of SEND, including:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs

We are committed to identifying needs early and ensuring appropriate provision is put in place to enable pupils to achieve the best possible outcomes.

2. How does the school identify and assess pupils with SEND?

Children's progress, attainment, attendance, behaviour and wellbeing are monitored continually by class teachers and school leaders.

A pupil may be identified as having SEND through:

- Concerns raised by parents or carers
- Teacher observations and assessments
- Progress and attainment data
- Information from previous schools or settings
- Medical information or diagnoses
- Advice from external agencies

Where concerns are identified, the school follows the graduated approach outlined in the SEND Code of Practice through a cycle of: Assess → Plan → Do → Review. This process helps ensure support is carefully planned, implemented and reviewed in partnership with parents and pupils.

3. How does the school assess and review the progress of pupils with SEND?

The progress, attainment, attendance, behaviour and wellbeing of pupils with SEND are monitored continually by class teachers and school leaders.

The progress of pupils with SEND is regularly monitored through:

- Ongoing teacher assessment
- Termly pupil progress meetings
- Reviews of SEND Support Plans
- Discussions with pupils and parents
- Monitoring of interventions
- Advice and assessments from external professionals where appropriate

SEND Support Plans are reviewed at least termly with parents, pupils and relevant staff to evaluate progress towards agreed outcomes and determine next steps.

The effectiveness of SEND provision is monitored through learning walks, work scrutiny, lesson observations, pupil voice, parent feedback, reviews of SEND Support Plans and EHCP outcomes, analysis of pupil progress, attainment, attendance and participation, evaluation of the impact of interventions, behaviour monitoring, pupil progress meetings and governor oversight. This information is used to evaluate the effectiveness of provision, identify areas for development and ensure pupils with SEND achieve positive outcomes and are fully included in school life.

4. What is the school's approach to teaching pupils with SEND?

High-quality teaching is the first step in responding to pupils who have SEND.

Teachers:

- Have high expectations for all pupils.
- Adapt teaching to meet individual needs.
- Use a range of resources and strategies.
- Remove barriers to learning.
- Promote independence and resilience.
- Enable access to a broad and balanced curriculum.

Through our commitment to Making People Successful, we maintain high expectations for all pupils and provide the support necessary for them to achieve ambitious outcomes. The class teacher remains responsible for the progress and development of all pupils in their class, including those receiving additional support.

5. How does the school adapt the curriculum and learning environment for pupils with SEND?

Adaptations are intended to remove barriers to learning whilst promoting independence and enabling pupils to become increasingly confident and successful learners.

Adaptations may include:

- Adaptive teaching approaches
- Scaffolded learning activities
- Visual supports and timetables
- Alternative methods of recording
- Assistive technology
- Additional resources and equipment
- Pre-teaching and overlearning
- Flexible groupings
- Sensory adjustments
- Additional adult support where appropriate

The school makes reasonable adjustments in accordance with the Equality Act 2010 to ensure pupils with disabilities are not placed at a substantial disadvantage compared with their peers. Further information can be found in the school's Accessibility Plan.

6. What additional support is available for pupils with SEND?

Support is tailored to individual needs and may include:

- Small group interventions
- Individual interventions
- Literacy and numeracy support
- Speech and language programmes
- Social communication support
- Emotional literacy support
- Sensory strategies and support
- Social skills programmes
- Access to specialist resources and equipment

Where appropriate, pupils may also receive access arrangements for internal and statutory assessments in line with current guidance and individual need.

Where appropriate, advice and support may be sought from external professionals and specialist services.

Red Kite ARP

Manor Primary School has an Additionally Resourced Provision (ARP), known as Red Kite Class, which receives Local Authority funding for six pupils with Cognition and Learning needs.

Red Kite provides highly personalised teaching, targeted interventions and specialist support to help pupils achieve their full potential. In addition to the six Local Authority funded places, the provision may support additional pupils where appropriate, enabling more children to benefit from specialist teaching and targeted support.

Pupils access learning matched to their individual needs while benefiting from opportunities for inclusion and participation in mainstream school life wherever appropriate.

7. How does the school support pupils' social, emotional and mental health?

We recognise that positive emotional wellbeing is essential for successful learning.

We also recognise that strong relationships, a sense of belonging and positive connections with others are essential to children's wellbeing and success.

Support available may include:

- Emotional Literacy Support Assistant (ELSA) programmes
- Wellbeing check-ins
- Social skills interventions
- Play therapy
- Dog therapy
- Family support
- Mental Health Support Team (MHST) referrals
- Support from external professionals where appropriate

All pupils are encouraged to develop resilience, confidence, self-esteem and independence.

8. What activities are available for pupils with SEND in addition to those available through the curriculum?

We believe that enrichment opportunities are an important part of every child's education.

Pupils with SEND are encouraged and supported to participate fully in:

- Educational visits
- Residential trips
- Clubs and enrichment activities
- Sports events and competitions
- Leadership opportunities
- Community projects and events
- Performances and wider school activities

We aim to remove barriers to participation so that all pupils experience a genuine sense of belonging and are able to contribute fully to school life and the wider Community. Reasonable adjustments are made where necessary to support participation.

9. What expertise and training do staff have?

Staff receive regular training and professional development to support pupils with SEND. Training may include autism, ADHD, speech, language and communication needs, ELKLAN, NELI, SHREC, dyslexia, social, emotional and mental health (SEMH), attachment and trauma, sensory needs, medical conditions, precision teaching, adaptive teaching and ELSA training. The school works closely with a range of specialist services which provide advice, support and training for staff.

10. What specialist services work with the school?

The school works with a range of external agencies, including:

- Autism Advisor
- Child and Adolescent Mental Health Service (CAMHS)
- Children's Social Care
- Dyslexia Support
- Early Years Advisor
- Educational Psychologist
- Massage Therapist
- Mental Health Support Team (MHST)
- Occupational Therapist

- Paediatric Physiotherapist
- Play Therapist
- Reading Inclusion Support in Education (RISE)
- School Nursing Team
- Sensory Integration Specialist
- Sensory Consortium
- Speech and Language Therapist

Support is accessed according to individual need and in consultation with parents/carers and, where appropriate, pupils.

11. How are resources allocated to support pupils with SEND?

The Headteacher and SENDCo monitor the school's SEND budget to ensure resources are used effectively. Support is allocated according to individual need and may include staffing, interventions, specialist equipment, training and advice from external professionals. Provision is reviewed regularly to ensure it has a positive impact on pupil outcomes.

12. How are parents involved in their child's education?

We believe parents and carers are vital partners in supporting children's learning and development.

Parents are involved through:

- Regular communication with class teachers
- Parents' evenings
- Open mornings
- SEND Support Plan reviews
- Meetings with the SENDCo
- Annual Reviews for pupils with Education, Health and Care Plans (EHCPs)
- Discussions regarding referrals and support strategies

We operate an open and collaborative approach and welcome parental feedback.

13. How are pupils involved in decisions about their education?

Pupil voice is central to our SEND provision.

Pupils are encouraged to:

- Share their views about school and learning
- Contribute to SEND Support Plans
- Contribute to one-page profiles where appropriate
- Participate in review meetings where appropriate
- Discuss targets and next steps
- Share strategies that help them learn successfully

By listening to pupils and acting on their views, we help them develop confidence, independence and ownership of their learning.

14. What are the arrangements for supporting pupils with SEND during transitions?

We work closely with families and other settings to ensure smooth transitions.

Support may include:

- Meetings with previous or receiving schools
- Additional visits
- Transition booklets
- Social stories

- Visual supports
- Enhanced transition programmes
- Meetings with parents and professionals

The level of support provided is tailored to individual need.

15. What arrangements are made for pupils with disabilities?

The school complies with the Equality Act 2010. Reasonable adjustments are made to ensure pupils with disabilities can access learning, facilities, activities and opportunities available to their peers. Further information can be found in the school's Accessibility Plan.

16. How can parents raise concerns or make a complaint?

We hope any concerns can be resolved quickly through discussion with the class teacher or SENDCo.

If parents wish to make a formal complaint, they should follow the school's Complaints Procedure, available on the school website.

Complaints may be directed to:

- The Headteacher
- The Chair of Governors

via the school office.

17. Where can parents find further information?

Reading Local Offer

<https://servicesguide.reading.gov.uk>

Reading Information, Advice and Support Service (RIASS)

<https://www.readingiass.org.uk>

School Policies

- SEND and Inclusion Policy
- Accessibility Plan
- Equality Information and Objectives Statement
- Supporting Pupils with Medical Conditions Policy

These documents are available on the school website.

If you require this information in an alternative format, please contact the school office.

Our Commitment

At Manor Primary School, we believe every child matters. We are committed to creating an inclusive environment where all pupils feel valued, develop a strong sense of belonging and are supported to achieve their full potential. Working in partnership with pupils, families and professionals, we strive to ensure that every child can participate fully in school life, succeed in their learning and thrive as an individual.