



These are 14 questions you might want to know the answers to, when finding out about Manorfield's provision for Special Educational Needs and Disability

			School's self-evaluation Red = Emerging Amber = Established Green = Embedded
1	How does the school know if children need extra help and what should I do if I think my child may have special educational needs?	We track the progress of all our learners and as professionals we regularly discuss any concerns we have as well as celebrate achievement. We have systems in place to use data to support tracking. Parents are encouraged to speak to the SENCo about any concerns they have. We have some in-house expertise in special educational needs. If you believe your child is not doing as well as you would like we are available to discuss any concerns you may have. We will keep you fully informed to ensure your child is given timely and appropriate support.	
2	How will early years setting / school staff support my child/young person?	Liaising with Early Years and Primary Settings, where appropriate, we identify needs and share information. We seek to match provision to need. We closely monitor the impact of interventions (where possible) through regular meetings and tracking of pupil progress. Our SENCo leads on this aspect and the head teacher shares this information with governors/trustees.	
3	How will the curriculum be matched to my child's needs?	Differentiation is embedded in our curriculum and practice. We have personalised curriculum and our regular Learner Progress Meetings help us to monitor this and reflect on the next best steps. All our teachers are clear on the expectations of high quality classroom teaching and this is monitored regularly by the leadership team	

4	<p>How will I know how my child is doing and how will you help me to support my child's learning?</p>	<p>We regularly share progress feedback with all our learners and their families. In addition, we have a number of opportunities where parents/carers can meet with staff to discuss learner progress. At such as meetings (and through other means) we clearly share what can be done by families at home to supporting the learning at school. This is also reinforced by generic updates on the curriculum which we share through our newsletter and/or website. We hold a number curriculum evenings/learning events to help families understand what learning is expected and how they can best support their child/young person's need. Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place.</p> <p>We believe in supporting the development of parenting skills and offer in our local Partnership Parenting workshops and programmes throughout the academic year.</p>	
5	<p>What support will there be for my child's overall well-being?</p>	<p>The wellbeing of every child is the key priority of our school. All our staff are regularly trained to provide a high standard of pastoral support. Relevant staff are trained to support medical needs and some cases all staff receive training. We have a medical policy in place. Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff. We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. Learner voice is central to our ethos and this encouraged in a variety of ways and regularly.</p>	
6	<p>What specialist services and expertise are available at or accessed by the school ?</p>	<p>Our staff receives regular training and our teachers are fully qualified. We encourage staff to continually update their skills and knowledge. We have a number of established relationships with professionals in health and social care and these are recorded on our provision map. All external partners we work with are vetted in terms of safe guarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service. Services include Language & Learning Support, Behaviour Support, Speech and Language Therapy, Occupational Health, Physical & Sensory Support, Child & Adolescent Mental Health and the Educational Psychologist..</p>	

7	What training are the staff supporting children with SEND had or are having?	Our Special Needs Co-ordinator (SENCo) are experienced qualified teachers. ** We regularly invest in training our staff. Sencos ensure our staff are updated on all matters pertaining to special educational needs and disability when required.	
8	How will my child be included in activities outside the classroom including school trips?	Our Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning.	
9	How accessible is the school environment?	Our Accessibility Plan is robust and we are mindful of the Equality Act 2010. We value and respect diversity in our setting and do our very best to meet the needs of all our learners.	
10	How will the school prepare and support my child/young person to join the school , transfer to a new school or the next stage of education and life?	We have robust Induction and Transition programmes in place for welcoming new learners to our setting. Bespoke programmes are developed for our children and young people with special needs. Our Provision Management systems records what aspects of our environment help child/young people learn and this information is passed on in transition. We have very good relationships with all our feeder settings as well as settings children/young people move onto.	
11	How are the school's resources allocated and matched to children's special educational needs?	In consultation with our School Business Managers we are made aware of our budgets and funding is allocated to need. We seek to ensure value for money, so all interventions are costed and evaluated. Our budget is allocated according to our Provision Management system.	
12	How is the decision made about what type and how much support my child will receive?	. In response to data tracking and working with the learner, their families and other staff, the SENCo considers a variety of options for suitable provision before deciding on a course of action. All interventions are monitored for impact and outcomes are defined at the start of any intervention.	
13	How are parents involved in the	We regularly involve parents and families in discussions about their	

	school ? How can I be involved?	child/young person’s learning, needs and aspirations. We seek and welcome feedback at every opportunity. We also have an active PSA/PTA and encourage our parents to involve themselves in every aspect of our school. Our Governing Body includes Parent Governors/representatives.	
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14	Who can I contact for further information?	In the first instance, parents/carers are encouraged to talk to their child’s class teacher. Further information and support can be obtained from the school’s SENCo. Our Special Needs Coordinator has completed the mandatory National SENCo Award.
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