Special educational needs (SEN) information report

Manorfield Primary & Nursery School

Approved by:	Anna Walton	**Date:**	Autumn 2026
Last reviewed on:	Autumn 2026		
Next review due by:	Autumn 2027		

Contents

Contents 2
1. What types of SEN does the school provide for? 2
2. Which staff will support my child, and what training have they had? 4
3. What should I do if I think my child has SEN? 5
4. How will the school know if my child needs SEN support? 6
5. How will the school measure my child's progress? 6
6. How will I be involved in decisions made about my child's education? 7
7. How will my child be involved in decisions made about their education? 7
8. How will the school adapt its teaching for my child? 8
9. How will the school evaluate whether the support in place is helping my child? 28
10. How will the school resources be secured for my child? 28
11. How will the school make sure my child is included in activities alongside pupils who don't have SEN? 29
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability? 29
13. How does the school support pupils with disabilities? 29
14. How will the school support my child's mental health and emotional and social development? 30
15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood? 30
16. What support is in place for looked-after and previously looked-after children with SEN? 31
17. What should I do if I have a complaint about my child's SEN support? 31
18. What support is available for me and my family? 32
19. Glossary 32

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website
https://www.manorfield.surrey.sch.uk/attachments/download.asp?file=98&type=pdf

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)

	Speech and language difficulties • Speech Sound Difficulties • Stammering
	Developmental Language Disorder (DLD)
	Social Communication Difficulties
	Selective Mutism
	Attention and Listening Difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Processing Speed Difficulties
	Difficulties with Retention and Recall
	Global Developmental Delay
	Moderate learning difficulties
	Working Memory Difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
	Anxiety
	Attachment Difficulties
	Low Self-Esteem
	Bereavement and Loss
	Trauma and Adverse Childhood Experiences
	Social Skills Difficulties

	Emotionally Based School Avoidance (EBSA)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENDCO

Our SENCO is Anna Walton office@manorfield.surrey.sch.uk

They have 17 experience in this role and have worked as both a class teacher and SENDCo. They are a qualified teacher.

They achieved the National Award in Special Educational Needs Co-ordination in 2010

They are allocated 4 days week to manage SEN provision.

Class/subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Snapshot of outside training received:

- PDA (Woodlands outreach service)
- ASD (Woodlands outreach service)
- ADHD (Barnardo's)
- Trauma and attachment (EP service)
- Adaptive teaching (STIPs Service)
- Sensory circuits (ELCi project)
- ELKLAN (Surrey)

Teaching assistants (TAs)

We have a team of 20 TAs, including higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have 5 teaching assistants who are trained to deliver interventions such as ELSA, Wellbeing, Speech and Language, ELKLAN

In the last academic year, TAs have been trained in ELKLAN, ELSA, Toe by Toe and Literacy 4 All

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists

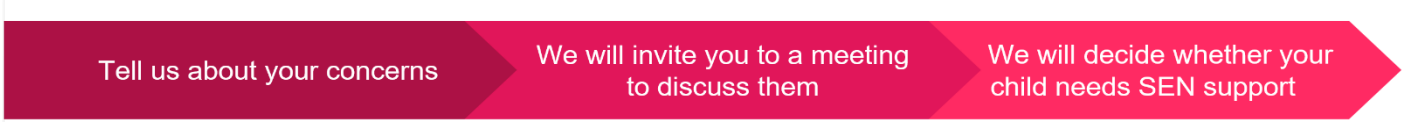
- Educational psychologists
- Woodlands outreach
- STIPs Team
- Freemantle's outreach (EYFS)
- STEPS (EYFS)
- Rippl (EYFS)
- Occupational therapists
- Physiotherapist
- Physical Sensory Support (PSSS)
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?

At our school, we are committed to identifying and supporting pupils with Special Educational Needs and Disabilities (SEND) as early as possible. We recognise that children learn and develop at different rates, and we work closely with parents/carers, staff and external professionals to identify any barriers to learning and participation.

Concerns may be identified through:

- Parent/carer discussions and observations.
- Teacher observations and ongoing assessment.
- Progress and attainment data.
- Information from previous settings or schools.
- Advice from external professionals, such as Educational Psychologists, Speech and Language Therapists or Occupational Therapists.
- The pupil's own views and experiences



If you think your child might have SEN, the first person you should tell is your child's teacher. You can arrange a meeting through Studybugs or through the class email

They will pass the message on to our SENCO, Anna Walton will be in touch to discuss your concerns.

You can also contact the SENCO directly. Office@manorfield.surrey.sch.uk

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND. A Cause for Concern form will be completed by the class teacher.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

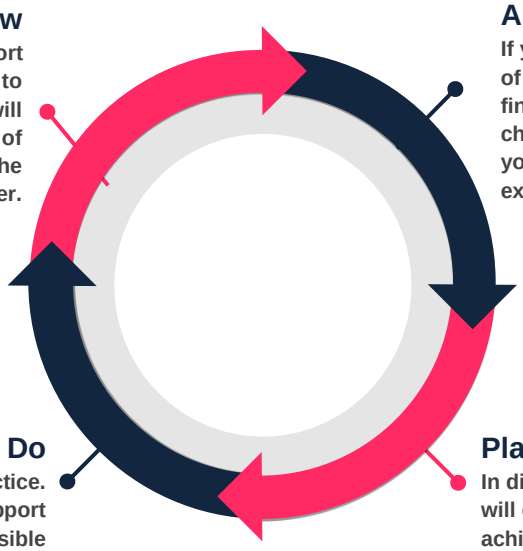
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a Pupil Support Passport (PSP) and, if needed an Individual Support Plan (ISP)

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Review

We will assess how well the support we put in place helped the child to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for input from you and your child, as well as getting help from external professionals where necessary.

Do

We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a ‘baseline assessment’. We do this so we can see how much impact the intervention has on your child’s progress.

We will track your child’s progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child’s education?

We will provide a mid-year and end of year reports on your child's progress

Your child’s class teacher will meet you twice a year:

- Set clear outcomes for your child’s progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you’re the expert when it comes to your child’s needs and aspirations. So we want to make sure you have a full understanding of how we’re trying to meet your child’s needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child’s needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact your child’s class teacher through Studybugs or class email

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child’s age and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child’s views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad, balanced and ambitious curriculum in every year they are at our school.

We will or adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils in small groups as and when required

We may also provide the following interventions:

- Speech and language groups
- Read, write Inc tutoring
- ELSA
- Wellbeing Support
- Access to independent speech therapist
- Sensory circuits
- Toe by Toe
- Literacy 4 All
- EKLAN

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories Clear, predictable classroom routines and expectations Use of visual supports, symbols, photographs and written prompts. Processing time to enable pupils to understand and respond. Explicit teaching of new concepts and vocabulary Trusted adults identified for support and check-ins. Explicit teaching of emotional literacy and self-regulation skills. Support to recognise and communicate feelings and emotions. Individual strategies for managing anxiety and uncertainty.
	Speech and language difficulties	Speech and language therapy Clear, concise language and instructions. Breaking information into small, manageable chunks. Checking understanding regularly. Use of visual supports, symbols, pictures and gestures. Repetition and reinforcement of key vocabulary and concepts. Pre-teaching and overlearning of new vocabulary Visual timetables and now/next boards. Word banks, sentence starters and visual prompts
	Developmental Language Disorder (DLD)	Chunked instructions, visual aids, repetition, processing time, checking understanding Sentence stems, vocabulary mats, communication boards, modelling language Pre-teaching key words, word walls, concept maps, overlearning opportunities Visual prompts, task checklists, routines, structured choices

	Social Communication Difficulties	Explicit teaching of social interaction and communication skills. Use of visual supports, including visual timetables, social stories, comic strip conversations and communication prompts. Structured opportunities to practise turn-taking, conversation and cooperative play. Modelling and teaching appropriate social language and interaction skills Pre-teaching of routines, expectations and changes to reduce anxiety and uncertainty. Support to understand body language, facial expressions, tone of voice and social cues. Small-group interventions focusing on friendship skills, emotional literacy and social understanding. Planned and supported opportunities for peer interaction. Clear and consistent routines across the school day.
	Selective Mutism	Building trusting relationships with key adults. Creating a low-pressure communication environment where speaking is never forced. Accepting alternative methods of communication, such as gestures, pointing, visual supports, written responses or communication cards. Providing opportunities for participation without the expectation of verbal responses. Using a graduated approach to communication, encouraging confidence at the pupil's own pace. Preparing pupils for transitions, changes in routine and new situations. Reducing anxiety through predictable routines and clear expectations. Identifying and supporting emotional wellbeing needs Working closely with parents/carers to ensure consistency between home and school. Following advice from Speech and Language Therapists, Educational Psychologists or other involved professionals where appropriate.

	Attention and Listening Difficulties	Clear, concise instructions delivered in manageable steps. Breaking learning tasks into smaller chunks with regular check-ins. Use of visual timetables, now-and-next boards and task checklists. Seating arrangements that minimise distractions and support concentration. Gaining the pupil's attention before giving instructions. Repetition, rephrasing and checking understanding. Additional processing time to respond and complete tasks. Regular movement breaks and opportunities for sensory regulation where appropriate. Use of timers and visual countdowns to support task completion. Adapted lesson pacing and chunked learning activities. Support to develop organisational and self-regulation skills. Positive reinforcement and recognition of effort and progress. Access to targeted interventions where attention, working memory or executive functioning difficulties significantly affect learning.
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Coloured overlay Writing aids task boards checklists reading rulers enlarged print where appropriate Access to word banks writing frames visual prompts. Targeted interventions delivered individually or in small groups

	Moderate learning difficulties	High-quality, inclusive teaching adapted to meet individual needs. Learning broken down into small, achievable steps. Clear learning objectives and success criteria. Regular repetition, revision and overlearning of key skills. Multi-sensory teaching approaches using visual, auditory and practical resources. Frequent opportunities to revisit and consolidate learning. Additional modelling and guided practice Adapted tasks that maintain challenge while reducing unnecessary barriers. Reduced quantity of work where appropriate to focus on quality and understanding. Visual supports including pictures, diagrams, prompts and checklists. Concrete resources to support understanding of abstract concepts.

	Processing Speed Difficulties	Providing additional thinking and response time before expecting an answer. Breaking instructions into smaller, manageable steps and providing them one at a time where appropriate. Using clear, concise language and checking for understanding regularly. Providing visual supports such as checklists, task boards, visual timetables and written instructions. Reducing the amount of copying from the board and providing printed resources when needed. Pre-teaching key vocabulary and concepts to increase familiarity before lessons. Allowing additional time to complete classwork, assessments and homework where appropriate. Supporting organisation through the use of templates, writing frames and structured task plans. Minimising unnecessary time pressures and adapting the pace of learning when needed. Providing opportunities for overlearning, repetition and rehearsal to reinforce understanding. Using targeted interventions to develop working memory, organisational skills and independent learning strategies where appropriate.

	Difficulties with Retention and Recall	Breaking learning into small, manageable steps. Regularly revisiting previously taught knowledge and skills through planned review opportunities. Using repetition, rehearsal and overlearning to strengthen memory and understanding. Providing visual supports such as word banks, diagrams, prompts, checklists and knowledge organisers. Teaching and modelling memory strategies, including mnemonics, visualisation and chunking information. Using multi-sensory approaches to learning, combining visual, auditory and practical activities. Pre-teaching and revisiting key vocabulary and concepts before, during and after lessons. Making explicit links between new learning and previously taught knowledge. Providing opportunities for retrieval practice through quizzes, questioning, games and low-stakes assessments. Giving pupils access to reference materials and prompts to support independence. Reducing cognitive load by presenting information clearly and avoiding unnecessary distractions. Providing additional time to process, practise and recall information. Using scaffolds such as writing frames, worked examples and sentence starters where appropriate.

	Global Developmental Delay	Adapting learning to match the pupil's developmental stage as well as their chronological age. Breaking learning into small, achievable steps with clear success criteria. Providing a highly structured and predictable learning environment with consistent routines. Using visual supports such as visual timetables, now-and-next boards, symbols, photographs and task schedules. Delivering targeted interventions to develop communication, language, social, emotional and cognitive skills. Providing additional adult support where required to scaffold learning and promote independence. Using practical, hands-on and multi-sensory learning approaches to support understanding and engagement. Offering regular opportunities for repetition, overlearning and consolidation of key skills. Supporting the development of attention, listening, memory and processing skills through carefully planned activities. Providing differentiated resources, adapted tasks and alternative ways for pupils to demonstrate their learning. Supporting speech, language and communication through modelling, visual prompts and targeted strategies recommended by specialists. Developing social interaction and emotional regulation skills through structured opportunities, social stories and adult guidance. Supporting personal care, self-help and independence skills as appropriate. Using assistive technology, communication aids or specialist equipment where required.

	Working Memory Difficulties	Breaking instructions into small, manageable steps and giving one step at a time where appropriate. Repeating, rephrasing and checking understanding of instructions before starting tasks. Providing visual supports such as checklists, visual timetables, task boards and written instructions. Using now-and-next boards to support sequencing and task completion. Reducing the amount of information presented at one time. Providing memory prompts, cue cards, working walls and key vocabulary displays. Encouraging pupils to repeat instructions back to an adult to confirm understanding. Using practical, multi-sensory learning approaches to reinforce understanding and retention. Teaching memory strategies such as chunking, rehearsal, visualisation and mnemonics. Providing scaffolds including writing frames, sentence starters and worked examples. Allowing additional processing time and avoiding unnecessary pressure to respond quickly. Breaking longer tasks into shorter sections with regular check-ins and feedback. Providing opportunities for repetition, retrieval practice and overlearning of key concepts and skills. Supporting organisation through the use of planners, equipment checklists and structured routines. Using technology where appropriate to reduce memory demands and support independence. Seating pupils in an environment with minimal distractions to reduce cognitive load.

Social, emotional and mental health	ADHD, ADD	Quiet workstation Preferential seating to reduce distractions and maximise engagement. Access to visual timetables, task boards and checklists. Use of timers, now/next boards and visual countdowns. Chunking tasks into shorter sections. Movement breaks and opportunities for purposeful movement. Reduced distractions within the learning environment where appropriate. Alternative methods of recording work if needed. Organisational aids such as colour coding, trays and equipment checklists Opportunities to complete tasks in shorter bursts. Tasks presented in manageable amounts. Breaking longer activities into smaller achievable goals. Individual or small-group interventions focusing on attention, organisation, emotional regulation or social skills. Mentoring or regular check-ins with a trusted adult. Support programmes tailored to individual needs

	Anxiety	Worry boxes, emotion check-ins, trusted adult conversations Calm spaces, sensory tools, breathing exercises, regulation strategies Consistent routines and clear expectations throughout the school day. Advance preparation for changes, transitions and unfamiliar events. Use of visual timetables, social stories and transition resources. Access to a trusted adult for regular check-ins and support. Opportunities to communicate worries through conversation, drawings, writing or visual tools. Access to a calm space or regulation area when feeling overwhelmed. Teaching and modelling emotional regulation and coping strategies. Breaking tasks into manageable steps to reduce feelings of overwhelm. Flexible support during periods of heightened anxiety Small-group or individual interventions focused on emotional wellbeing. Partnership working with parents/carers to ensure consistency between home and school. Liaison with external professionals where appropriate**.**

	Attachment Difficulties	Developing strong, consistent and trusting relationships with key adults. Providing predictable routines and clear expectations throughout the school day. Creating a safe, nurturing and emotionally supportive environment. Using a relational approach to behaviour that seeks to understand the underlying need. Supporting emotional regulation through co-regulation and emotional coaching. Access to a trusted adult for regular check-ins and support. Preparing pupils for transitions, changes and unfamiliar situations. Providing safe spaces for regulation when pupils feel overwhelmed. Using visual timetables and routines to increase predictability and reduce anxiety. Supporting pupils to identify, understand and communicate emotions. Building self-esteem, resilience and a sense of belonging. Maintaining consistent responses from adults across the school. ELSA Wellbeing

	Low Self-Esteem	Building positive and trusting relationships with key adults. Recognising and celebrating strengths, achievements and effort, both in and out of the classroom. Providing regular encouragement, praise and specific positive feedback. Creating opportunities for success through appropriately differentiated tasks and achievable goals. Supporting pupils to identify and develop their individual talents, interests and strengths. Teaching resilience, growth mindset and problem-solving skills. Using restorative approaches to support positive relationships and self-worth. Providing opportunities for pupils to take on responsibilities and leadership roles within school. Encouraging participation in clubs, activities and enrichment opportunities to develop confidence and a sense of belonging. Supporting pupils to express their thoughts, feelings and worries in a safe and supportive environment. Using circle time, social and emotional learning activities, and wellbeing programmes to develop self-awareness and confidence. Providing access to pastoral support, mentoring, nurture interventions or Emotional Literacy Support Assistant (ELSA) sessions where appropriate. Supporting the development of social skills, friendships and positive peer relationships. Working closely with parents and carers to promote consistent support and encouragement across home and school. Making reasonable adjustments to reduce anxiety and ensure pupils feel safe, included and successful.

	Bereavement and Loss	Providing a caring and supportive environment where pupils feel able to express their thoughts and feelings. Identifying a trusted adult who can offer regular check-ins and emotional support. Working closely with parents/carers to ensure a consistent and joined-up approach. Responding sensitively to changes in behaviour, emotions, concentration or engagement. Offering opportunities for pupils to talk about their feelings when they are ready. Using age-appropriate resources, stories and activities to support understanding of grief and loss. Providing access to a calm or quiet space when needed. Allowing flexibility with learning demands during periods of significant emotional distress. Supporting pupils to maintain positive routines and relationships. Helping pupils recognise and manage a range of emotions associated with grief and loss. Liaising with external services where additional support is required such as Jigsaw

	Trauma and Adverse Childhood Experiences	Developing positive, consistent and trusting relationships with key adults. Creating a safe, predictable and nurturing environment with clear routines and expectations. Using a trauma-informed approach that seeks to understand the reasons behind behaviour and responds with empathy and support. Ensuring pupils feel heard, valued and respected within the school community. Providing access to pastoral support, nurture provision, mentoring, ELSA sessions or other wellbeing interventions where appropriate. Supporting pupils to identify, understand and regulate their emotions. Teaching emotional literacy, resilience and coping strategies through the curriculum and targeted interventions. Providing calm spaces, sensory resources or opportunities for regulation when needed. Making reasonable adjustments to routines, expectations and learning activities where appropriate. Supporting the development of positive peer relationships, social skills and a sense of belonging. Helping pupils develop confidence, independence and self-esteem through achievable goals and celebrating success. Working closely with parents, carers, social workers and other professionals to ensure a joined-up approach to support. Supporting successful transitions between classes, key stages and educational settings through careful planning and additional preparation. Monitoring attendance, engagement and wellbeing to identify emerging concerns and provide early intervention.

	Emotionally Based School Avoidance (EBSA)	Through the use of the HSLW Building positive relationships with trusted adults. Developing an individualised support plan based on identified needs and triggers. Working collaboratively with parents/carers to promote consistent support between home and school. Identifying and reducing sources of anxiety within the school environment. Providing a gradual, supportive approach to reintegration where attendance has become difficult. Creating predictable routines and clear expectations. Using visual timetables and transition supports. Providing regular emotional wellbeing check-ins. Offering access to a safe space or designated adult when pupils feel overwhelmed. Supporting emotional regulation, resilience and coping strategies. Adjusting learning expectations during periods of heightened anxiety. Providing flexible start arrangements where appropriate and agreed. Supporting positive peer relationships and a sense of belonging. Liaising with external agencies, such as Educational Psychology, Mental Health Support Teams (MHST), Early Help or CAMHS where appropriate

Sensory and/or physical	Hearing impairment	Ensuring the teacher's face is visible when speaking. Using clear, natural speech without exaggeration. Gaining the pupil's attention before giving instructions. Repeating or rephrasing information where necessary. Providing key information verbally and visually. Checking understanding regularly. Pre-teaching and reinforcing new vocabulary. Careful seating arrangements to maximise listening and participation. Minimising background noise where possible. Good classroom lighting to support lip-reading and visual cues. Use of visual timetables, task boards and prompts. Ensuring only one person speaks at a time during discussions. Repeating contributions from other pupils when needed. Supporting the effective use of hearing aids, cochlear implants or other hearing devices. Use of radio aid or soundfield systems where recommended. Daily checks of equipment where appropriate

	Visual impairment	Providing an accessible and well-organised learning environment with clear, clutter-free pathways. Ensuring pupils are seated in the most appropriate position to maximise access to teaching, displays and resources. Using enlarged print, modified worksheets and adapted teaching materials where required. Providing high-contrast resources and ensuring good lighting in learning areas. Using tactile resources, concrete equipment and multi-sensory approaches to support understanding. Reading aloud written information and verbalising visual information presented on whiteboards, displays or screens. Providing assistive technology, such as laptops, tablets, screen magnification software, screen readers or specialist equipment, where appropriate. Allowing additional time for reading, recording work and completing tasks when needed. Supporting the development of independence, orientation and mobility skills. Ensuring educational visits, enrichment activities and extracurricular opportunities are fully accessible. Providing clear verbal instructions and checking understanding regularly. Adapting assessment materials and classroom resources to meet individual needs. Supporting social inclusion and positive peer relationships by promoting understanding and awareness among classmates. Working closely with specialist teachers for visual impairment, habilitation specialists and other relevant professionals.

	Multi-sensory impairment	Working closely with parents/carers, specialist teachers, sensory support services, health professionals and external agencies to understand and meet the pupil's individual needs. Ensuring information is presented in accessible formats, such as large print, Braille, tactile resources, visual supports, objects of reference, audio materials or assistive technology, as appropriate. Providing environmental adaptations, including appropriate lighting, reduced background noise, clear signage, uncluttered learning spaces and safe movement routes around the school. Using specialist equipment, such as hearing technology, radio aids, magnifiers, adapted ICT equipment or sensory resources recommended by professionals. Adapting teaching approaches to allow additional processing time and ensure instructions are clear, concise and presented through multiple methods. Supporting the development of communication skills through visual, tactile, auditory or alternative communication systems, depending on the pupil's needs. Facilitating access to the curriculum through differentiated activities, pre-teaching of key concepts and carefully planned support from trained staff. Promoting independence by teaching self-advocacy skills, encouraging the use of assistive technology and supporting mobility and orientation skills where appropriate. Supporting social inclusion through structured opportunities for interaction, peer awareness activities and reasonable adjustments to extracurricular activities, educational visits and school events. Regularly reviewing progress, provision and accessibility arrangements in partnership with the pupil, family and relevant professionals to ensure support remains effective and responsive to changing needs. Providing staff training and guidance to ensure all adults working with the pupil understand the impact of MSI and the strategies required to support effective learning and participation.

	Physical impairment	Working closely with parents/carers, healthcare professionals, occupational therapists, physiotherapists and specialist support services to understand and meet the pupil's individual needs. Developing and regularly reviewing personalised support plans to ensure appropriate adjustments and provision are in place. Making reasonable adjustments to the learning environment to ensure accessibility, including adapted seating, workstations, classroom layouts and access routes. Providing specialist equipment and assistive technology where required, such as writing aids, adapted keyboards, laptops, sloping boards, specialist seating or mobility equipment. Ensuring the school site is accessible and that pupils can safely access classrooms, playgrounds, dining areas, educational visits and extracurricular activities. Adapting teaching methods, learning activities and resources to reduce barriers to participation and ensure equal access to the curriculum. Providing additional adult support when required to assist with mobility, personal care, moving between lessons, accessing resources or participating in practical activities. Allowing additional time for tasks, transitions, recording work, assessments and examinations where appropriate. Supporting the development of independence by encouraging pupils to use strategies, equipment and self-help skills appropriate to their age and stage of development. Liaising with health professionals to implement therapy programmes, positioning plans or physical management programmes within the school day where appropriate. Ensuring risk assessments, Personal Emergency Evacuation Plans (PEEPs) and medical care plans are in place and regularly reviewed where necessary. Promoting inclusion in all aspects of school life, including sports, clubs, trips, performances and enrichment activities through reasonable adjustments and careful planning. Providing staff training to ensure that all adults working with the pupil understand their needs and can support them effectively and safely.

These interventions are part of our contribution to Surrey's local offer.

9. How will the school evaluate whether the support in place is helping my child?

At Manorfield we are committed to ensuring that provision for pupils with Special Educational Needs and Disabilities (SEND) has a demonstrable impact on outcomes, wellbeing, participation and inclusion. We follow the graduated approach of **Assess, Plan, Do, Review** to identify needs, implement appropriate support and evaluate its effectiveness.

The effectiveness of SEND provision is monitored through a range of quantitative and qualitative measures, including:

Regular review of individual targets and outcomes within ISP's, Provision Maps and Education, Health and Care Plans (EHCPs).

Ongoing assessment of academic progress, attainment and engagement in learning.

Monitoring of wider outcomes, including attendance, behaviour, emotional wellbeing, independence, communication and social development.

Pupil voice activities to gather the views and experiences of children and young people with SEND.

Parent and carer feedback through meetings, reviews, and ongoing communication.

Observation of provision and classroom practice by leaders to ensure strategies and interventions are being delivered effectively.

Analysis of intervention data to determine whether targeted support is accelerating progress and improving outcomes.

Regular review meetings involving teachers, support staff, parents/carers and, where appropriate, external professionals.

- Reviewing the impact of interventions after 6 weeks
- Using intervention tracker to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

Manorfield Primary & Nursery School is committed to ensuring that pupils with Special Educational Needs and Disabilities (SEND) receive appropriate support to enable them to make progress, access the curriculum and participate fully in school life. SEND funding is used strategically to provide staffing, resources, interventions, training and specialist support that meet the needs of individual pupils and groups of pupils with SEND.

The majority of SEND provision is funded through the school's delegated budget, including the notional SEND budget. This funding is used to deliver high-quality adaptive teaching, targeted interventions, staff training, specialist resources and reasonable adjustments across the school.

Where a pupil's needs require support that is additional to, or different from, that ordinarily available within the school's resources, the school may seek additional funding through the Local Authority. This may include an Education, Health and Care Needs Assessment, which may lead to an Education, Health and Care Plan (EHCP), where appropriate.

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that’s the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

11. How will the school make sure my child is included in activities alongside pupils who don’t have SEN?

At Manorfield Primary & Nursery, we believe that every pupil should have the opportunity to participate fully in all aspects of school life, regardless of their special educational needs or disabilities. We are committed to promoting an inclusive culture where differences are valued, barriers to participation are identified and removed, and all pupils feel welcomed, respected and able to achieve their potential.

We make reasonable adjustments to ensure that pupils with SEND can access learning, extra-curricular activities, educational visits, sporting events, enrichment opportunities and wider school experiences alongside their peers. Decisions about support are made on an individual basis, taking account of each pupil's strengths, needs and aspirations

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips

All pupils are encouraged to take part in all opportunities in school such as sports day, arts week, science, week, team building day and healthy living week. As well as any other workshops of events that happen throughout the year

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

All school admissions are managed through Surrey County Council in accordance with the School Admissions Code and the Equality Act 2010. The school is committed to ensuring that pupils with Special Educational Needs and Disabilities (SEND) have fair and equal access to education.

For pupils with an Education, Health and Care Plan (EHCP), consultation requests are received through the Local Authority and responded to within the required timescales. Careful consideration is given to each consultation to ensure that the needs of the individual pupil can be met effectively, while also considering the needs of existing pupils and the overall provision available within the school.

The school works closely with Surrey County Council, parents/carers and relevant professionals to gather information about a child's needs and identify any reasonable adjustments, support arrangements or specialist provision that may be required. Decisions are made transparently, based on the individual needs of the child and the school's ability to meet those needs, ensuring that all pupils are treated fairly and without discrimination.

Where a place is offered, the school works proactively with families and external agencies to plan a successful transition and ensure that appropriate support is in place from the outset

13. How does the school support pupils with disabilities?

At Manorfield Primary & Nursery School, we are committed to ensuring that pupils with disabilities are fully included in all aspects of school life and are able to achieve their potential alongside their peers. We recognise our duties under the Equality Act 2010 and work proactively to remove barriers to learning, participation and inclusion. We value diversity and are committed to creating an environment where all pupils feel safe, respected and able to access the same opportunities as their peers.

- We take a proactive approach to ensuring that disabled pupils are not treated less favourably than other pupils. This includes:

- Promoting a culture of inclusion, respect and equality throughout the school.
- Making reasonable adjustments to policies, procedures and practices where required.
- Ensuring disabled pupils can access educational opportunities, enrichment activities, school trips, clubs and leadership opportunities alongside their peers.
- Providing staff training to increase awareness and understanding of disability and inclusive practice.
- Monitoring participation, attendance, behaviour and attainment to identify and address any potential barriers.
- Working closely with pupils, parents/carers and external professionals to understand individual needs and implement appropriate support.
- Challenging discrimination, prejudice and bullying and promoting positive attitudes towards disability.
- Including disability awareness and representation within the curriculum where appropriate.

We strive to ensure that our school environment is accessible and inclusive. Support may include:

- Accessible entrances, exits and movement routes around the school site where possible.
- Accessible toilet and hygiene facilities.
- Appropriate seating and furniture to meet individual needs.
- Careful consideration of classroom layouts to promote access and independence.
- Adaptations to the physical environment where reasonably practicable.
- Risk assessments and planning to support participation in educational visits and off-site activities.
- Emergency evacuation procedures that take account of individual need

The School's Accessibility plan can be found here:

https://www.manorfield.surrey.sch.uk/attachments/download.asp?file=32&type=pdf

14. How will the school support my child's mental health, and emotional and social development?

At Manorfield Primary & Nursery School, we recognise that positive mental health, emotional wellbeing and social development are essential for pupils to learn, achieve and thrive. We are committed to creating a safe, nurturing and inclusive environment where every child feels valued, listened to and supported. We understand that pupils with Special Educational Needs and Disabilities (SEND) may require additional support to develop emotional resilience, confidence, relationships and self-regulation skills.

We promote wellbeing through a whole-school approach that focuses on positive relationships, belonging, emotional literacy and early identification of emerging needs. Staff work closely with pupils, families and external professionals to provide support that is tailored to individual circumstances.

We also provide more individual support through:

- ELSA
- Wellbeing Support assistant
- Direct/individualised emotional literacy teaching
- Social skills groups

15. What support will be available for my child as they transition between classes or settings?

Between years

To help pupils with SEN be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a transition meeting of the year when the pupil's SEN is discussed
- Plan afternoon sessions with the incoming teacher towards the end of the summer term
- Social stories about changing classes
- Videos and photos of the new class and adults

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Learning how to get organised independently
- Whole class transition sessions
- Extra transition days at the new school for those who need it
- ELSA transition groups
- ASPIRE project as part of the STIPS team

16. What support is in place for looked-after and previously looked-after children with SEN?

The SENDCo is the designated teacher they make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the SENCO / headteacher in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Surrey's local offer. Surrey publishes information about the local offer on their website: https://www.surreycc.gov.uk/children/support-and-advice/local-offer

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

https://www.sendadvicesurrey.org.uk/

Local charities that offer information and support to families of children with SEN are:

https://familyvoicesurrey.org/get-support/where-to-go-for-help/

https://www.ymcaeastsurrey.org.uk/services/cyp/youth-family/family-centres/horley-family-centre/

National charities that offer information and support to families of children with SEN are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN

- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages