



## **MANOR JUNIOR SCHOOL** *Motivation, Joy, Success!*

### **SEND Information Report**

Welcome to our SEND (Special Educational Need Disability) page. We hope you will enjoy reading about the variety of ways in which Manor Junior School is able to support SEND pupils to reach their full potential.

Our Special Educational Needs Disability Co-ordinator (SENDCo) is: Mr Michael Mednick  
Our Inclusion Manager is: Maninder Sagoo  
Our SEND Teacher is: Jackie Pearson  
Our Governor with responsibility for SEND is: Mrs Rita Fisher

Every pupil at Manor Junior School has the opportunity to follow all National Curriculum subjects.

We are committed to narrowing the attainment gap between SEND and non-SEND pupils and improving the progress of SEND pupils. We do this through a variety of different provisions which may include before & after school interventions, short-term specific interventions, home-school interventions and other learning interventions developed on an individual needs basis.

#### **The SEND Vision Mission Statement for Manor Junior School is:**

To be a Centre of Excellence for SEND where every child will reach their full potential within our inclusive learning community. Where every child will be treated with respect, dignity and will be valued for who they are and their differing abilities.

For everyone to hold high expectations; to enthuse and challenge themselves to.....

Dream  
Believe  
Achieve

If you feel your child may have special educational needs or you have a query regarding any SEND related issues, please contact us on 0208 270 4641 or you can email [office@manor-j.bardagelea.org.uk](mailto:office@manor-j.bardagelea.org.uk) who will refer you on to the SENDCo and/or Inclusion Manager.

Details of the Local Authority of Barking and Dagenham Local Offer can be found at:

## What is a 'Special Educational Need'?

The term SEND covers a range of learning, communication, emotional and behavioural, sensory, and medical needs. If a child is not making adequate progress or is struggling to keep up with their learning we may deem it necessary to carry out some further assessment to find out if there is a particular barrier to learning whether academic, behavioural or physical. If a child is underachieving it does not mean they definitely have a SEND need as there are many factors which attribute the learning abilities of individual children.

Under the Children and Families Act of 2014, the areas of need are classed under these four headings:

1. Communication and Interaction
2. Cognition and Learning
3. Social, mental and emotional health
4. Sensory and/or physical needs

Under the New Code of Practice of 2014, the school or SENDCo follows its guidelines to Assess, Plan, Do and Review the needs of children with SEND. When the special needs of the child has been assessed and identified, strategies and interventions and additional support is planned, it is then implemented and then reviewed termly. If required further assessment is carried out, which in turn, will impact on planning, implementation and review?

The Inclusion Team of the school will provide additional support to reduce barriers to learning and enable and facilitate the child to be an independent learner and member of the Manor Junior School community.

If after exploring all possible channels with our Inclusion Team, as laid out in our SEND Information Report, you feel your concerns have not been resolved, you may contact the Head Teacher and then the Manor Junior School's SEND Governor and if required the governing body.

On receiving correspondence from a parent/carer, the Head Teacher or SEND Governor or the governing body will consult with the Senior Leadership Team and endeavour to resolve the situation.

## How does Manor Junior School know if children need extra help?

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs.

The school's system includes reference to information provided by:

- Referral by teachers through the Cause for Concern Form
- Pupil progress meetings held termly (with class teacher, SENDCo and a member of the senior leadership team)
- Standardised screening and assessment tools
- Baseline and outcome assessment results
- Teacher assessment
- School Data Information
- Any existing statements of SEND and/or Educational Health Care Plan (EHCP)
- Assessments by a specialist service, such as Educational Psychology, Speech and Language Service, identifying additional needs
- Discussions with relevant professionals and organisations
- When concerns are raised by parents/carers, teachers, any previous schools or by the child themselves
- Changes in attitude or behaviour
- Individual pupil targets
- Progress is continually monitored and evaluated by Target Tracker. Parents are kept informed by meetings with Teachers, SENDCo and written reports as appropriate.

## How the Inclusion Team can support your child?

Manor Junior School has an Inclusion Team that provides additional support to reduce barriers to learning and enable and facilitate the child to be an independent learner and member of the Manor Junior School community. This team includes the Inclusion Manager, SENDco, SEND teacher, Learning Mentor, Higher Level Teaching Assistants and Learning Support Assistants. This team works to support the school as a whole as well as those pupils with SEND. They provide support through in-class support, specialist interventions and programmes and implementing individual pupil plans and targets.

## How will the curriculum be matched to my child's needs?

### A. Differentiated Curriculum Provision and Quality First Teaching

In order to make progress, a child may only require teacher led differentiation of the class planning. The differentiation may involve modifying learning objectives, teaching styles and access strategies and this can be achieved through the principles of Quality First Teaching which are:

- Make the learning multi-sensory and active;
- Scaffold the learning to increase independence and
- Encourage the development of thinking skills in order to allow the pupil to know themselves as learners.

- Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.
- Inclusion in relevant interventions to support their needs

Monitoring of progress will be carried out by the class teacher and Inclusion Team and used to inform future differentiation within whole class planning.

The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

Where a period of differentiated curriculum support has not resulted in the child making adequate progress or where the nature or level of the child's needs are unlikely to be met by such an approach, a further level of provision and personalisation may need to be made.

## **B. Provision for Individual Needs**

- Some children may be offered sessions of 1 to 1 or small group teaching;
- Children may be given alternative ways of presenting their learning;
- Different time allowances for work to be completed;
- Extra practice time with repetition;
- Pre-teaching before whole group teaching
- Special equipment may be given to the pupil e.g. writing slopes, coloured overlays and books, pen/pencils grips or easy to use scissors.
- Staff training
- Specific structures and strategies to support pupils

## **C. Additional Provision**

During the course of the academic year various provision groups will run according to the needs. The length of time of the intervention will vary according to need. Children with specific learning needs may join the focus groups outside of class based numeracy and literacy lessons. The interventions will be reviewed regularly and effectiveness of the provision will be used to inform future planning.

Manor Junior School is committed to the continuous professional development of its staff. We take every opportunity to access training to improve our service to meet our children's varying needs.

We have a number of staff trained in:

- Speech and Language support
- Supporting children with ASD (Autism Spectrum Disorder)
- Behaviour Management (Team Teach)
- Specific Literacy difficulties

- Training for numerous interventions
- Specific reading programs
- Self-esteem and Social Interaction Intervention
- Bereavement Support
- Attachment and Trauma issues
- EAL (English As an Additional Language)
- Processing & Memory support (eg Turnabout Programme)

The child may have access to the 'Well-Being Room' a specially adapted room which specifically supports pupils with emotional issues and helps them through this difficult area in their life.

Occasionally a pupil may need more expert support from an outside agency. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency.

#### **D. Pupils with Educational Health Care Plans (EHCP's)**

There are a number of children in the school that have an EHCP. These pupils receive personalised support in accordance to their plan. They have personal targets and tailored specialist interventions with a high level of adult support. They receive a person-centred Annual Review, which parents, pupils, teachers, learning support assistants and outside agencies attend.

## **How can I support my child in my role as a parent/carer?**

### **How can I support my child in my role as Parent/carer?**

There are many ways you can support your child's learning and progress while they are a pupil at Manor Junior School.

- Daily reading and spelling practice as directed by your child's class teacher
- Weekly homework task in Maths and English as directed by your child's class teacher
- Keeping the school informed of any changes in your child's circumstances and/or needs
- Attending school meetings set up by the Class Teacher, Learning Mentor, SENDCo and/or Senior Leadership team
- Establish good routines and structures for your child's well-being (eg regular bedtimes; healthy diet; consistent behaviour management)
- Supporting your child's individual targets
- Completing the Home-School book if appropriate
- Attend Parent-Partnership sessions

## **What support will there be for my child's overall well-being?**

Manor Junior School believes that the overall well-being of children is paramount if all our children are to achieve in an inclusive learning environment. During their time at school, many children go through periods when they need a little extra support to feel completely happy, safe and secure.

The School offers a wide variety of pastoral support for pupils who are encountering social and/or emotional difficulties.

- Some children may be invited to attend a group to develop social skills and friendship skills.
- Pupils who find lunchtimes a struggle are supported by the Learning Mentor
- A Learning Mentor provides targeted support for pupils' learning behaviours
- Self-esteem interventions run by the Learning Mentor.
- Staff support children during lunchtime.
- A varied playground with a quiet area.
- Support is provided through an adapted room to support a child's well being

## **What specialist services and expertise are available to the school?**

Parents/carers will be consulted if any outside agency is to be involved with their child.

- The Educational Psychologist visits the school, following discussions with the SENDCo, their timetable is carefully planned;
- Teachers from the LA Education Inclusion Team work in school to support children both with and without statements/Educational Health Care Plan (EHCP), who may have vision or hearing impairments, ASD or behaviour needs.
- The school employs its own Cognitive Behaviour Therapist for one day a week to support children and their families.

The Inclusion Team liaises with a number of other outside agencies, for example:

- Social services
- Access and Attendance Service
- School Nurse
- Community Paediatrician
- Speech Therapy
- Physiotherapy
- Occupational Therapy
- Behaviour Support Services
- CAMHS (Child and Adult Mental Health Service)

- The school regularly consults health service professionals. The SENDCo may raise concerns to the attention of the school nurse, and referrals are made as appropriate.
- Social Services and the Access and Attendance Service will be accessed through the recognisable channels.
- Parents and Carers will be given details of relevant voluntary support groups as appropriate.

## **How accessible is the learning environment?**

As a school we are happy to discuss individual access requirements.

Facilities we have at present include:

- Two toilets adapted for disabled users;
- Sloped entry to the buildings and field/playground.
- One wet room
- Four Classrooms with direct access to the playground
- Four toilets that are gender neutral

## **How will the school prepare and support my child when joining Manor Junior School or transferring to a new school?**

Manor Junior School provides effective and smooth transition support into the school and in transferring to a new school. These include:

- The year group leader and the SENDCo attend meetings with Manor Infant School to discuss the Year 3 intake;
- Year 6 Pupils attend a transition day where they spend the day at their new school;
- Year 2 children take part in a transition programme during their summer term;
- Every summer the school has a specific transition day when all staff meet the new year group team to share information;
- Each class has a transition session to meet new staff when preparing to move to a new year group;
- Additional visits are also arranged for pupils who need extra time in their new school /class;
- Staff are always willing to meet parents/carers prior to their child joining the school;
- Transition groups run for selected Year 6 children to help them prepare for the move to secondary school;
- Secondary school staff meet with the Year 6 staff and pupils to discuss transition;
- Where a pupil may have more specialised needs, the SENDCo from the named secondary school will be invited to attend a meeting with our SENDCo
- When a child transfers from another school we endeavour to obtain pupil records and speak to the respective SENDCo
- SENDCo shares information with transition school