

Manor Hill First School

SEND Information Report

2026 - 2027

Introduction

At Manor Hill First School we aim to create an inclusive, welcoming environment where every child is supported to flourish. We value and celebrate the diversity of our pupils and families and work hard to make sure that those with Special Educational Needs and Disabilities (SEND) are given the help they need to achieve their potential. Some children will need short-term support; others may need longer-term or ongoing provision. We plan and adapt so every pupil can access learning and school life. We welcome and respond to this diversity when planning learning, pastoral support and SEND provision.

What is the Local Offer?

The Staffordshire Local Offer explains the services available to families of children with SEND and how to access them. You can find full details online at: https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page

Information on the Staffordshire Graduated Response (how schools identify and support additional needs) is available here: https://www.staffordshire.gov.uk/Education/Access-to-learning/Graduated-response-toolkit/Graduated-response.aspx

(These links are included so that families can follow up directly with the local authority.)

Types of SEND we support

We provide support across the four areas identified in the SEND Code of Practice (2015):

- Communication and Interaction (for example speech, language and autistic spectrum conditions)
- Cognition and Learning (including moderate and specific learning difficulties, such as dyslexia)
- Social, Emotional and Mental Health (including behaviour and anxiety-related needs)
- Sensory and/or Physical needs (for example hearing, vision or mobility needs)

What are Special Educational Needs?

A pupil has SEND when they have a learning difficulty or disability that means they need special educational provision, that is, extra or different help from what is usually provided for children their age. While high-quality, inclusive classroom teaching reduces the need for additional support for many pupils, some children will still need targeted approaches or specialist input.

Admissions and Accessibility

Manor Hill welcomes all children and our admissions policy is inclusive. We work within the Equality Act (2010) duties to make reasonable adjustments and to plan ahead so our site and teaching do not put SEND pupils at a substantial disadvantage.

How we identify children who need extra help

Identifying needs is part of our everyday practice. Staff monitor children's progress carefully and communicate regularly with parents. Signs that a child might need extra help include:

- Concerns from parents, class teachers or previous settings
- Progress that is slower than expected compared with peers
- A noticeable change in behaviour or wellbeing
- The child requests help
- Observations in class or unstructured time showing barriers to learning or social participation

How we assess pupil needs

We assess each child's starting point and track progress over time. Assessment methods include:

- Regular classroom formative assessment and teacher observations
- Termly analysis of assessment data and progress tracking
- Standardised checks
- Summative assessments including national assessments where appropriate (for example SATs at the end of Key Stage One)

Where concerns persist we may ask for specialist assessment from external teams

(for example Entrust SENIS or an Educational Psychologist) or request a statutory Education, Health and Care Needs Assessment (EHCNA).

Quality First Teaching and Additional Support

All teachers plan lessons to meet a range of learning needs (this is often called Quality First Teaching). When extra help is needed we use a graduated approach — Assess, Plan, Do, Review to personalise provision. Support might include:

- Differentiated class teaching and resources
- Small-group or one-to-one interventions
- Use of specialist equipment or ICT
- Individual targets recorded in a Pupil Passport or Asses, Plan, do, review (APDRs)

Targets and interventions are reviewed regularly (typically every six weeks) with parent/carer involvement.

Examples of Reasonable Adjustments

We make practical adjustments so pupils can access learning and school life. Examples include:

- Seating arrangements to support focus and access to the teacher
- Providing copies of board work or differentiated resources
- Movement breaks and sensory aids
- Enlarged text, coloured overlays or additional writing frames
- Different access routes or physical supports for pupils with mobility needs

Reviewing Progress and Involving Families

Children with SEND have personalised targets and termly review meetings involving parents, class teachers and, where appropriate, the SENDCo. Reviews focus on successes, next steps and who will do what to support progress. For children with an Education, Health and Care Plan there is a statutory annual review attended by family members, school staff and any invited professionals.

Measuring the Effectiveness of Our Provision

We check how well our SEND provision works by:

- Recording and evaluating intervention data (pre- and post-assessments)
- Analysing whole-school attainment and progress data

• Looking at qualitative information such as pupil self-esteem and engagement
• Reviewing APDRs and intervention notes
• Monitoring through lesson observations

The SEND Governor and senior leaders regularly review this information to make sure provision remains effective and well targeted.

Additional Support and External Services

Types of support include class-based help, targeted small-group work and one-to-one provision. We also work with external services when needed, including:

• School Nursing and Health Services
• Entrust SENIS (learning and behaviour support, specialist outreach)
• Educational Psychology Service
• Autism Outreach Team

When external advice is sought, we ask for consent from parents/carers and share information with them.

Access Arrangements for Assessments

Some pupils require arrangements to access assessments (for example extra time, a reader or a scribe). These arrangements are agreed in school and must reflect the child's usual classroom support. For statutory tests such as SATs, we follow the official guidance when making access arrangements.

Inclusion beyond the Classroom

We want all children to take part in trips, clubs and special events. Staff complete risk assessments and put reasonable adjustments in place so pupils with SEND can participate safely and fully. If additional staffing or equipment is needed, we will make arrangements in advance and discuss plans with families.

Supporting Medical Needs

Children with medical needs will have an individual Health Care Plan co-produced with parents/carers and health professionals. Staff receive appropriate training to support medical requirements and emergency procedures. All medicine administration follows Staffordshire County Council policy and DfE guidance (Supporting pupils at school with medical conditions). For more information see:

https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions- -3#history

Wellbeing

We actively promote positive wellbeing and work to prevent bullying through whole-school activities such as Anti-Bullying Week and daily pastoral support.

We gather pupils' views through one-page profiles, regular conversations and questionnaires to ensure their voices shape support and next steps.

Staff Training and Expertise

Our staff receive ongoing professional development in SEND areas. The school's SENDCo holds relevant qualifications and staff access termly updates and bespoke training (for example attachment, speech and language strategies, dyslexia awareness, ELSA and SEND law). We also draw on staff specialisms when planning support.

Funding and Provision Mapping

The school uses a provision map to target resources and make decisions about staffing and interventions. Core funding supports all pupils; additional funding (including Pupil Premium and local authority resources) may be used to support children with higher levels of need. Where appropriate, specific resources identified in an EHCP will be provided as set out in the plan.

If you think your child has SEND

Start by talking to your child's class teacher they are the first point of contact. You can also arrange to meet the SENDCo to discuss your concerns and agree next steps. The school works closely with families to ensure concerns are understood and responded to quickly.

How you can be involved

Parents and carers are invited to be active partners in planning and reviewing support. Opportunities to be involved include:

• Parent-teacher meetings and termly review meetings

• Workshops and parent information events
• Participating in the Assess, Plan, Do, Review cycle
• Providing feedback via questionnaires and Parent View

How children are involved

We involve children in decisions about their learning and support through:
• One-page pupil passport that capture what they feel they do well and what help they want
• Regular target-setting conversations where age-appropriate
• Pupil voice activities and questionnaires

Transition arrangements

We plan carefully for transitions into, through and out of school. For new starters we offer visits, parent meetings and additional sessions where helpful. When pupils move to a new school we share appropriate records and the SENDCo will contact the receiving school to discuss individual needs. For children with an EHCP we support visits to alternative settings and ensure paperwork transfers promptly.

Governors and Oversight

There is a named SEND Governor who monitors the quality of provision and meets with the SENDCo to review progress. Governors receive anonymised data to check that pupils with SEND make appropriate progress and that resources are being used effectively.

Concerns and Complaints

If you have concerns about SEND provision, please speak first to your child's class teacher. If your concern remains, contact the SENDCo or Headteacher. The school's complaints policy is available from the office and provides details of the formal process should this be needed.

Key contacts and further information

Staffordshire SEND Assessment and Planning: 0300 111 8007

SENDIASS (Staffordshire Special Educational Needs Advice and Support Service): 01785 356921 https://www.staffs-iass.org/home.aspx

Key school contacts:

Mrs L Harris — Executive Head
Mr N Tapp — Head of School
Mrs S Lycett — SENDCo
Mrs H Shadbolt — SEND Governor

To be reviewed: October 2027