



# Manor Park First School SEND Information Report

Below is our school's SEND Information Report. If you require any further information or have any questions regarding our Local Offer please do not hesitate to contact the school SENDCo, Mrs Hannah Oram, via the school office. A copy of our Local Offer can also be found on the Dorset for you website.

<b>Headteacher</b>	<b>Mrs Melanie Pallister</b>
<b>SENDCo</b>	<b>Mrs Hannah Oram</b>
<b>Pupil Relationships and Engagement Lead</b>	<b>Mrs Jenny Young</b>
<b>Family Support Worker</b>	<b>Mrs Tina Hill</b>
<b>Emotional Literacy Support Assistant</b>	<b>Ms Clair Bolland</b>
<b>SEND Governor</b>	<b>Mrs Emma Newman</b>

## Inclusion at Manor Park CE First School

Manor Park is a large, three form entry First School which caters for a range of children with a variety of needs. We are an inclusive, mainstream school which aims to work closely with parents to provide a tailored program to support the needs of our SEND children. We have a designated SENDCo who coordinates provision for the SEND children across the school and monitors their progress and development. In addition, we have a Pupil Relationships and Engagement Lead who leads a therapeutic approach to behaviour management. We believe that the emotional and social needs of a child are equally important. To support this area, we have a designated, full time Family Support Worker and Thrive Practitioner who are available daily to work with children and their families. Currently on roll we have a range of children with different educational needs such as those with autism or hearing impairments. We also have several children who receive either full or part time additional support, either in the mainstream class or a smaller provision class. All our staff have access to specific training to meet the needs of the children they are working with on a daily basis.

## How do you know if children need extra help and what should I do if I think my child may have SEND?

The progress of every child within our school is monitored regularly by the school SENDCo and the rest of the School Leadership Team. Any child we feel is not making the expected progress will be identified and support and intervention put into place to help them. The first person to speak to if you think your child may have SEND would be your child's class teacher. They are the person in school who knows your child best and will be able to advise you on how they are progressing and share any areas that they may be struggling with. The school's SENDCo, Hannah Oram, is another good person to contact. A meeting can then be arranged between yourself, Mrs Oram and your child's class teacher to discuss how the school can further support your child.

### **How will your staff support my child?**

In addition to the Class Teacher, each class also has a class based Teaching Assistant to help support the various needs of the children within the class. They may be used to support groups within lessons or provide specific intervention groups to children with an identified area of need. In addition to this we have a designated SENDCo who coordinates the SEND provision across the school. To support our children with their emotional and social needs we also have two trained Thrive Practitioners who are available to work with children individually. We use the Thrive Approach in our setting in order to monitor and support the development of the children's social and emotional well being.

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

Our curriculum is taught through a topic approach, based on the children's questions and interests. Lessons are differentiated so that they match the needs of every child in the class, ensuring every child can make progress at their own level.

### **How will both you and I know how my child is doing and how will you help me to support my child's learning?**

At Manor Park, we believe that parental involvement is key in supporting children's development, especially those with SEND. In addition to our bi-annual parents evenings we also operate an open door policy meaning that you can come in at the end of the day to talk with your child's class teacher or arrange a mutually convenient time. As a parent of a child with SEND you will also be invited to attend termly review meetings to review your child's progress and set new targets for your child. For children with a higher level of need the school SENDCo will normally attend this meeting. If your child has a higher level of need, you may want to consider allowing us to set up a Home/School link book for your child so you can see how they are getting on on a daily basis. This also helps with communication between you and school.

### **What support will there be for my child's overall wellbeing?**

At Manor Park, we have a designated Family Support Worker who is available to work with and support both our children and parents. We also have trained Thrive Practitioners members of staff who can work with children to support their emotional needs. Nurture Groups, Art Therapy and Lego Therapy Groups are also run in both Key Stage One and Key Stage Two to support children who may have emotional or social needs. As a school we understand that having contact with animals can be a valuable way to support children's emotional needs. As a result we have a Therapy Dog who is in school daily. The Thrive Approach is also embedded throughout our school to allow us to track the development of the children's social and emotional skills and identify children who may benefit from support in this area.

**What specialist services and expertise are available at or accessed by your school?**

As a school, we work closely with a variety of outside agencies such as the Hearing and Vision Support Service, Occupational Therapy and Speech and Language Therapy. We have a County based Educational Psychologist, Jo Rowe, who is linked to our school and who we are able to make referrals to. In addition to this we are able to make referrals to the SENSS Team at County, who can carry out assessments and make recommendations, if we feel a child may have a specific learning difficulty. We are also able to access outreach support from specialist schools within the county. We also make referrals to the Community Paediatric Team where the family and school feel appropriate. We work closely with a Relationship and Behaviour expert from the 'Teaching Alliance of Dorset Special Schools' to support us with a therapeutic approach to behaviour management.

**What training do staff supporting children with SEND have?**

All our staff have received basic training on how to work with children with ASC as well as the Dorset STEPS programme - a therapeutic approach to behaviour management. In addition to this staff are trained especially to support the child/children they are working with on a daily basis. For example, across the school we have staff who have received training in the area of Vision and Hearing Impairments, Thrive and ELSA, specific intervention programs for English and Maths and in the use of sensory strategies. We ensure that all our staff have access to any relevant and up to date training in order to meet the wide range of needs of the children within our school.

**How will my child be included in activities outside the setting including trips out?**

Our aim is to include all our children in every learning activity both in and outside our school setting. For the majority of children this will mean that they will be able to take part in all of our trips and visits, and risk assessments will be carried out prior to these in order to ensure their needs are catered for. If we feel that your child would be unsafe to accompany their class on a trip, we will talk with you in order to share our concerns and try to find a way forward.

**How accessible is the school environment?**

Our school is a practical space where we aim to meet the needs of all the children in the school. All of the building is wheelchair accessible. Disabled parking is also available as well as two accessible toilets. The school also has its own sensory room in order to meet the needs of children with Sensory Processing Needs.

**How will the school prepare and support my child moving to the next stage of education? How will you increase their independence?**

Our school works closely with the Middle Schools in the Dorchester Partnership in order to ensure a smooth transition for our SEND children. From the day of entry into school, the children are encouraged to be independent and at least one of the targets on your child's Support Plan is likely to be aimed towards increasing this independence in some way. We understand that every child is different and therefore we want to work closely with you to ensure that as a school we are promoting independence whilst still ensuring your child feels safe and secure in our care.

**How are the school's resources allocated and matched to children's special educational needs?**

As previously mentioned, termly meetings for children with SEND are held. During this meeting we will work with you to set targets for your child and as part of this we will look at the types of resources which are needed to help your child to achieve these. In some cases we may need to seek advice from outside agencies on the type of support and resources that will benefit your child. As a school we will always endeavour to meet the needs of any child on roll.

**How is the decision made about what type and how much support my child will receive?**

If you or we feel that your child may benefit from a higher level of support in school, we would first contact and seek advice from an outside agency, such as our school Educational Psychologist. Together we would come to a decision on the level of support, the type of support and how long this support may last for. As a parent you will be an important part of this decision making process.

**How can I be involved?**

Children with SEND are best supported when both school and home have an open and effective partnership. We welcome your involvement in all aspects of your child's education, from helping in class, on school trips and attending progress meetings about your child. Supporting your child at home with their current targets is also very helpful.

**What do I do if I feel that the needs of my child are not being met?**

In the first instance any concerns should be addressed to your child's class teacher. If the concern is not satisfactorily resolved you may want to arrange a meeting with the SENDCo or the Headteacher. Complaints can be escalated further by following the school's complaints policy which is available on the school website or via the school office.