

# **Manorfield Infant and Nursery School**

## **SEN Information Report for Academic Year 2024/2025**



**This policy was approved by Trustees in July 2024**

**Siraj Mayet Chair of Trustees**

**This policy will be reviewed annually on or before July 2025**

This information report has been prepared by Headteacher Kim Bradshaw and Eve Clarke SENCO and approved by the Board of Trustees in July 2024 for publication on the website.

The Special Educational Needs (SEN) Information Report is part of a wider suite of documents relating to SEN, disability and inclusion. In particular, it should be read alongside the Trust SEND policy, which is accessible on our school website.

<b>Manorfield Infant and Nursery School makes provision for the following kinds of SEN</b>	<p>Manorfield is an Infant and Nursery school for children aged between 2 and 7.</p> <p>We provide provision for pupils who are considered in need of SEN support, signified by a K code, and those in receipt of an Educational Health Care Plan, signified with an E code.</p> <p>The range of special educational needs fall under the Broad Areas of Need as set out in the Special Educational Needs Code of Practice 2015:</p> <ul style="list-style-type: none"><li>● Communication and Interaction</li><li>● Cognition and Learning</li><li>● Social, Emotional and Mental Health</li><li>● Physical and/or Sensory needs</li></ul> <p>We currently provide additional and/or alternative provisions for a range of needs within these broad categories. We have pupils who have specific identifiable or diagnosed needs such as Autism; Attention Deficit Hyperactivity Disorder; Specific Learning Difficulties, mental health difficulties; Moderate Learning Difficulties; Visual Impairments and/ or Hearing Impairments and Speech Language and Communication needs. Support is 'needs led' and the level of support varies according to individual pupil needs.</p> <p>We place a significant amount of time and resources in ensuring our pupils have the best possible start and that parents/carers are reassured their child's needs will be fully supported.</p> <p>In all cases, we work together to ensure that the admission of a pupil is appropriate for the needs of the child and is not 'incompatible with the efficient education of others'. (Special Educational Needs and Disability Code of Practice 2015).</p> <p>For our pupils with an EHCP (Education, Health and Care Plan) the amount of support is determined through the Local Authority SEN panel. This determines the level of funding which can be offered to the pupil based on their individual needs. Each year a formal review is scheduled to assess progress made and update with any amendments or changes. This is completed in liaison with the Local Authority, parent/carers, SENCO and other relevant professionals involved.</p>
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<p><b>Manorfield Infant and Nursery School identifies and assesses SEN by:</b></p>	<p>We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress: Is significantly slower than that of their peers starting from the same baseline; Fails to match or better the child's previous rate of progress; Fails to close the attainment gap between the child and their peers; Widens the attainment gap.</p> <p>This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.</p>
<p><b>Manorfield Infant and Nursery School supports SEN in accordance with its policy framework which is set out at:</b></p>	<p>Manorfield Infant and Nursery School support SEND in accordance with the SEND policy which is available on the website. We aim to:</p> <ul style="list-style-type: none"> <li>● work within the guidance laid down in the SEND Code of Practice 2014</li> <li>● identify children with Special Educational Needs and /or Disabilities (SEN/D) as early as possible and put in place appropriate provision</li> <li>● promote the view that the identification and assessment of a child's special educational needs is a positive, supportive and developmental step in the child's education</li> <li>● operate a whole school approach to the management and provision of support for SEN/D that takes into account pupil's needs (assess, plan, do, review model)</li> <li>● regard all teachers as teachers of SEN</li> <li>● ensure that learning experiences are appropriately differentiated in order to meet the needs of children with SEN/D</li> <li>● ensure that those pupils with SEN/D will have provision made to ensure their full access both to the curriculum and to school life in general. So they have an inclusive education according to their individual needs.</li> <li>● ensure that in the case of children for whom English is an additional language, we distinguish between linguistic and learning needs</li> <li>● promote an inclusive curriculum and school environment in which we strive to meet children's individual needs within the context of normal classroom provision, wherever possible (including cognition and learning difficulties / sensory, medical or physical disabilities / social, emotional, behavioural and mental health difficulties)</li> </ul>

	<ul style="list-style-type: none"> <li>• make appropriate adaptations or modifications to the provision available in school in order to meet the individual needs of children with SEN/D, in accordance with the Equality Act 2010</li> <li>• ensure that parents/carers have a clear understanding of how the school supports children and young people with SEN/D, and their own involvement in this</li> <li>• endeavour to seek the views of the child and involve them in the planning and review process, where appropriate</li> <li>• encourage parents to become actively involved in supporting their child's special educational needs</li> <li>• maintain an accessible, detailed assessment and record keeping system which enables children's special educational needs to be monitored effectively</li> <li>• work cooperatively with Staincliffe Junior School to enhance provision for SEN/D and to maintain the smooth transition arrangements from Key Stage 1 to Key Stage 2</li> <li>• provide an appropriately qualified and experienced SENDCo in post who can ensure that the SEN Policy is put into practice and to provide ongoing SENDCo training</li> <li>• provide appropriate support and advice for all staff working with SEN/D pupils</li> <li>• report annually to parents on the implementation and effectiveness of the school's SEN/D policy</li> </ul>
<p><b>Manorfield Infant and Nursery School SENCO's details are:</b></p>	<p>Eve Clarke  <a href="mailto:eve.clarke@manorfieldschool.co.uk">eve.clarke@manorfieldschool.co.uk</a>  01924 326718</p>
<p><b>Manorfield Infant and Nursery School staff have been trained and have expertise in the following areas:</b></p>	<p>In the last academic year, staff have been trained in Autism Awareness (by SALT and CCI separately), Epipen and allergy training , Engagement Model and diabetes training. Staff have also had training from Kirklees ISO and Kirklees Cognition and Learning. Furthermore, the SENDCo attends termly meetings for Kirklees SENDCO Network, BMAT SENDCO Network, Additional Needs Panels through BBEST.</p>
<p><b>Manorfield Infant and Nursery School will secure equipment and facilities for children with SEND by:</b></p>	<p>Resources to support SEN provision in school are funded within the School Budget. Resource provision consists of both human resources and learning resources, such as books, games and activities.</p> <ul style="list-style-type: none"> <li>• The human resources in school are our most valued asset. Teachers and support staff have a wide range of expertise and</li> </ul>

	<p>experience of working with children with SEN/D, enabling us to provide “Quality First Teaching”. Our large team of ETAs provide heritage language translation, work with small groups and support pupils on a one-to-one basis in order to ensure that children with SEN/D have full and equal access to the curriculum.</p> <ul style="list-style-type: none"> <li>• The school provides additional funding for staff training, such as SEN/D training for teachers and ETAs, SENDCo training and attendance at SEN network meetings</li> <li>• The school is continuing to develop a range of learning materials, games and activities for children with SEN/D. Teaching staff work together with support assistants to make many of these materials for use in the classroom.</li> <li>• Pupils with sensory impairment or physical disability sometimes require additional resources/specialist equipment or adaptations to building access/layout. We provide specialist equipment and ensure suitable arrangements/adaptations as the need arises. In addition, the Special Educational Needs Assessment and Commissioning Team (SENACT), the Psychological Service and other agencies within Kirklees provide external resources and SEN support, in the form of specialist advice, planning meetings, visits, materials or assessments. Appropriate advice is sought in cases where the school is unable to provide resources internally.</li> </ul>
<p><b>Manorfield Infant and Nursery School aims to involve the parents and children with SEND in the education of the children and will do so by:</b></p>	<p>At Manorfield we communicate with parents of children with SEND during ANP, MSP or EHCP review meetings which happen termly. We also use parents evenings to speak to parents of children with additional needs. In addition we have monthly parent coffee and chat meetings which we use to help parents learn new skills, find information or chat to other parents of children with additional needs.</p>
<p><b>Any concerns or complaints raised by a parent of a child with SEND will be dealt with by the academy by:</b></p>	<p>As a parent/carer of a young person with SEND, concerns or complaints regarding SEND provision should initially be discussed with the SENDCo. Following this, if necessary, concerns can be raised with a member of the Senior Leadership Team. The Trust complaints procedure can be found on the school website.</p>
<p><b>Manorfield Infant and Nursery School works with other agencies to support children with SEND and their families by:</b></p>	<p>Thriving Kirklees Thriving Kirklees - health and wellbeing services for children and families Mental Health Support Team ESMAP Information for Parents and Carers - KSCP (kirkleessafeguardingchildren.co.uk)</p> <p>CAMHs <a href="https://www.thrivingkirklees.org.uk/children-and-adolescent-mental-health-service-camhs/">https://www.thrivingkirklees.org.uk/children-and-adolescent-mental-health-service-camhs/</a></p> <p>Sensory Occupational Therapy <a href="https://www.locala.org.uk/services/sensory-occupational-therapy-service/information-for-parents">https://www.locala.org.uk/services/sensory-occupational-therapy-service/information-for-parents</a></p>

	TalkingSenseTraining <a href="https://www.locala.org.uk/services/sensory-occupational-therapy-service/talking-sensetraining">https://www.locala.org.uk/services/sensory-occupational-therapy-service/talking-sensetraining</a>
<b>Manorfield Infant and Nursery School acknowledges that parents of children with SEND sometimes need additional independent support and the local independent advice and support service can be contacted at:</b>	<b>Kirklees Local Offer</b> <a href="https://www.kirkleeslocaloffer.org.uk/information-and-advice/general-information-and-advice/kias-kirklees-sendias-service/">https://www.kirkleeslocaloffer.org.uk/information-and-advice/general-information-and-advice/kias-kirklees-sendias-service/</a>  <b>PCAN</b> <a href="https://www.pcankirklees.org/">https://www.pcankirklees.org/</a>
<b>Manorfield Infant and Nursery School works on transition arrangements for children joining or leaving the academy by:</b>	We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. We work cooperatively with Staincliffe Junior School to enhance provision for SEN/D and to maintain the smooth transition arrangements from Key Stage 1 to Key Stage 2. Furthermore, we work in collaboration with specialist schools, such as Ravenshall, Woodley, Fairfield, Lowerhouses, Castlehill, when children are transitioning to these following their EHCP annual review. Pupils with SEN will often engage in additional transitional sessions and teachers/ETA's will often go with children to support this process.
<b>The Local Offer produced by Kirklees Local Authority is available at:</b>	<a href="https://www.kirkleeslocaloffer.org.uk/">https://www.kirkleeslocaloffer.org.uk/</a>