



Special Educational Needs and Disabilities (SEND) Information Report

Manorfield Infant and Nursery School

Approved by: School Governing Board

Ratified: September 2026

Last reviewed: September 2026

Next review due by: October 2027

Reviewed by: Trust SEND Lead and Headteacher

Special Educational Needs and Disabilities (SEND) Information Report

This information report has been prepared by Rajinder Randhawa, Trust SEND and Safeguarding Lead and approved by the School Governing Board in September 2026 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 and Trust website.

Manorfield Infant and Nursery School makes provision for the following kinds of SEN	Manorfield is an Infant and Nursery school for children aged between 2 and 7. We provide provision for learners 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. 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: • Communication and Interaction • Cognition and Learning • Social, Emotional and Mental Health • Physical and/or Sensory needs We currently provide additional and/or alternative provisions for a range of needs within these broad categories. We have learners 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 learner needs. We place a significant amount of time and resources in ensuring our learners have the best possible start and that parents/carers are reassured their child's needs will be fully supported. In all cases, we work together to ensure that the admission of a learner is appropriate for the needs of the child and is
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	not 'incompatible with the efficient education of others'. (Special Educational Needs and Disability Code of Practice 2015). For our learners 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 learner 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/carer, SENDCo and other relevant professionals involved.
Manorfield Infant and Nursery School identifies and assesses SEN by:	We assess each learner's current skills and levels of attainment upon entry, building on information from previous settings and Key Stages where appropriate. Class teachers regularly assess progress for all learners, paying particular attention to any learner whose progress: • Is substantially below that of their peers starting from the same baseline • Fails to match or exceed their previous rate of progress • Fails to close the attainment gap between them and their peers • Widens the attainment gap This includes progress in areas beyond academic attainment, such as social and emotional development. Please note that limited progress and low attainment do not automatically mean a learner will be recorded as having Special Educational Needs (SEN).
Manorfield Infant and Nursery School supports SEN in accordance with its policy framework which is set out at:	Manorfield Infant and Nursery School support SEND in accordance with the Trust SEND Policy available on the school website. We aim to: • Work within the guidance laid down in the SEND Code of Practice 2014. • Identify children with Special Educational Needs and /or Disabilities (SEND) as early as possible and put appropriate provision in place. • Promote the view that the identification and assessment of a learners special educational needs is

a positive, supportive and developmental step in their education.

- Operate a whole-school approach to the management and provision of support for SEND that takes into account learners' needs (using the Assess, Plan, Do, Review model)
- Regard all teachers as teachers of SEND
- Ensure that learning experiences are appropriately adapted in order to meet the needs of learners with SEND
- Ensure that learners with SEND have provision made to guarantee their full access both to the curriculum and to school life in general, securing an inclusive education tailored to their individual needs.
- Ensure that, for learners for whom English is an Additional Language (EAL), we clearly distinguish between linguistic needs and learning needs
- Promote an inclusive curriculum and school environment where we strive to meet learner's individual needs within the context of standard classroom provision wherever possible. This includes cognition and learning difficulties; sensory, medical or physical disabilities; social, emotional, behavioural and mental health difficulties.
- Make appropriate adaptations or modifications to the provision available in school to meet the individual needs of learners with SEND, in accordance with the Equality Act 2010
- Ensure that parents/carers have a clear understanding of how the school supports children and young people with SEND, and understand their own involvement in this process.
- Endeavour to seek the views of the learner and involve them in the planning and review process, where appropriate.
- Encourage parents to become actively involved in supporting their child's special educational needs.
- Maintain an accessible, detailed assessment and record-keeping system which enables learners special educational needs to be monitored effectively.
- Work cooperatively with other Schools to enhance provision for SEND and to maintain consistent transition arrangements from Key Stage 1 to Key Stage 2.

	• Provide an appropriately qualified and experienced SENDCo to ensure that the SEN Policy is put into practice and to provide ongoing training. • Provide appropriate support and advice for all staff working with learners with identified SEND needs. • Report annually to parents on the implementation and effectiveness of the school's SEND policy.
Manorfield Infant and Nursery School SENCO's details are:	Rajinder Randhawa (Trust SEND and Safeguarding Lead) r randhawa@batleymat.co.uk Telephone number: 01924 326718
At Manorfield Infant and Nursery School we ensure staff are highly trained to meet a diverse range of needs.	Manorfield Infant & Nursery School works with external agencies where appropriate. Teaching and associate staff receive a programme of training throughout the year to ensure they are confident to support the needs of our learners. The training programme is led by the Headteacher and Trust SEND and Safeguarding Lead or by other relevant professionals in school or outside agencies. Relevant agencies include, but are not limited to: • Complex Communication and Interaction team • Kirklees Early Years SEND team • Kirklees Educational Psychology Team • Locala Nursing • The Hearing Impairment Team • The Visual Impairment Team Where specific training is necessary to meet the needs of individual learners, this is sourced and undertaken by identified key staff. Staff are able to request training in specific areas and this will be sourced either internally or externally. In addition, the SENDCO attends the following regular meetings: • Kirklees Local Authority SENCO meetings • Batley Multi Academy Trust SENDCo Network meetings • Kirklees Cluster Community meetings which includes professionals from outreach services, families

	together, an educational psychologist and local authority representatives.
Manorfield Infant and Nursery School will secure equipment and facilities for learners with SEND by:	Resources to support SEN provision are funded through the School Budget, covering both human expertise and physical learning resources. • Staff Expertise: Our staff team is our most valued asset. Teachers and support staff possess a wide range of expertise and experience in working with learners with SEND, enabling us to consistently provide "Quality First Teaching." Our team of ETAs provides heritage language translation, small group work, and adult led support to ensure that learners with SEND have full and equal access to the curriculum. • Learning Materials: We continuously develop a range of bespoke learning materials, games, and activities. Teaching staff collaborate with ETAs to create these resources specifically for classroom use. • Specialist Equipment & External Support: Learners with sensory impairments or physical disabilities may require specialist equipment or adaptations to the school building. We ensure these arrangements are made as the need arises. Additionally, we work closely with Kirklees agencies.
Manorfield Infant and Nursery School aims to involve the parents and learner with SEND in the education of the children and will do so by:	At Manorfield, we maintain regular communication with parents of learners with SEND. Formal reviews take place termly through Additional Needs Plan (ANP), Individual Assess, Plan, Do, Review (I-APDR), or Education, Health and Care Plan (EHCP) meetings. We also utilise Parents' Evenings to discuss progress and set targets. Additionally, we host monthly parent coffee and chat meetings. These sessions provide a supportive space for parents to learn new skills, access information, and build a network with other families of learners with additional needs.
Any concerns or complaints raised by a parent of a child with SEND will be dealt with by Manorfield School by:	Complaints regarding SEND provision should be made to the class teacher or the SENDCO in the first instance. If the matter remains unresolved, it will be handled in accordance with the school's formal complaints policy.

	Parents and carers can also seek independent advice and support from KIAS (Kirklees Information Advice and Support Service) or PCAN (Parents of Children with Additional Needs).
Manorfield Infant and Nursery School works with other agencies to support learners with SEND and their families by:	Kirklees Keep in Mind- health and wellbeing services for children and families. Mental Health Support Team ESMAP Information for Parents and Carers - KSCP (kirkleessafeguardingchildren.co.uk) CAMHS Sensory Occupational Therapy TalkingSenseTraining Manorfield Infant and Nursery School is part of Kirklees Cluster Community 1 Cluster members include: • Batley Girls' High School • Hyrstmount Junior School • Manorfield Infant and Nursery School • Park Road Junior, Infant and Nursery School • Purlwell Infant and Nursery School • St Mary's Catholic Academy • Staincliffe Church of England Junior School • Upper Batley High School • Warwick Road Junior, Infant and Nursery School
Manorfield Infant and Nursery School acknowledges that parents of learners with SEND sometimes need additional independent support and the local independent advice and support service can be contacted at:	Kirklees Local Offer: Kirklees Local Offer PCAN (Parents of Children with additional Needs making a difference in Kirklees) If you would like to speak to someone to help you find the information you need on the Local Offer, please call them on 01484 416919. Alternatively, you can send a message through their feedback form.

	If you would like help from Kirklees Families Together, please call 01484 456823.
Manorfield Infant and Nursery School works on transition arrangements for learners joining or leaving the academy by:	We share information with the school or setting the learner is transferring to, ensuring that parents and learners are involved in this process. We work cooperatively with Staincliffe Junior School to enhance SEND provision and maintain smooth transition arrangements from Key Stage 1 to Key Stage 2. Furthermore, we collaborate closely with specialist provisions—such as Ravenshall, Woodley, Fairfield, Lowerhouses, and Castle Hill—when learners transition to these settings following their EHCP annual review. To support this process, learners with SEND often engage in additional transition sessions, accompanied by teachers or ETAs to ensure they feel supported and secure.
The Local Offer produced by Kirklees Local Authority is available at:	Kirklees Local Offer