Aiming for Excellence



Special Educational Needs and Disabilities (SEND) Report – September 2026

"At Manorbrook, the values of respect, responsibility and resilience are woven into school life….Pupils with special educational needs and/or disabilities (SEND) learn well here…Pupils with SEND are well supported. Their individual plans reflect their needs. They enjoy the same curriculum as their peers."

– Ofsted February 2023.

Our Offer

Manorbrook Primary School is a maintained community school and as such follows the policies and guidance of South Gloucestershire Council.

South Gloucestershire maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities (SEND) and are supported by the local authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs being met in a mainstream setting wherever viable, when families want this to happen. The rationale underpinning Manorbrook's Special Educational Needs and Disabilities provision is set out in our SEND Policy which can be accessed via the school website, together with the Local Authority's Local SEND offer. This policy is aligned to the Special Educational Needs Code of Practice 2015 and other statutory guidance.

Please not that it is recognised that some children have both Special Educational Needs and a disability, but others may have a disability that does not affect their ability to learn in a mainstream classroom environment.

Manorbrook's SENDCo is Ms. Karen Payne.
If you have any questions or queries related to SEND, please contact the school office on 01454 867225 or email enquiries@manorbrook.org.uk

Responsibilities

The SENDCo and SLT are responsible for:

- Coordinating all the support for children with special educational needs and disabilities and developing the school's SEND Policy to make sure all children get a consistent, high-quality response to meeting their needs in school.
- Ensuring that you are involved in the provision for your child both in the planning and the review stages.
- Liaising with all the other professionals who may come into school to help support your child's learning e.g. Speech and Language Therapist, Educational Psychologist etc.
- Updating the school's SEND registers (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support and training for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

The class teacher is responsible for:

- Providing high quality, inclusive lessons which meet the needs of all the pupils in their class**.**
- Having high expectations of all pupils irrespective of disability, difficulty or difference.
- Monitoring children's progress and identifying, planning and delivering any additional help your child may need (this could be things like targeted work or additional support) and letting the SENDCo know as necessary.
- Writing individual plans to support learning, sharing and reviewing these with parents at least three times per year.
- Managing all staff working with your child in school on a daily basis and helping them to deliver the planned work/programme for your child, so they can achieve the best possible outcomes. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The Headteacher is responsible for:

- The day to day management of all aspects of the school; this includes the support for children with SEND. He will give responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The headteacher must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND with support from the Senior Leadership Team.

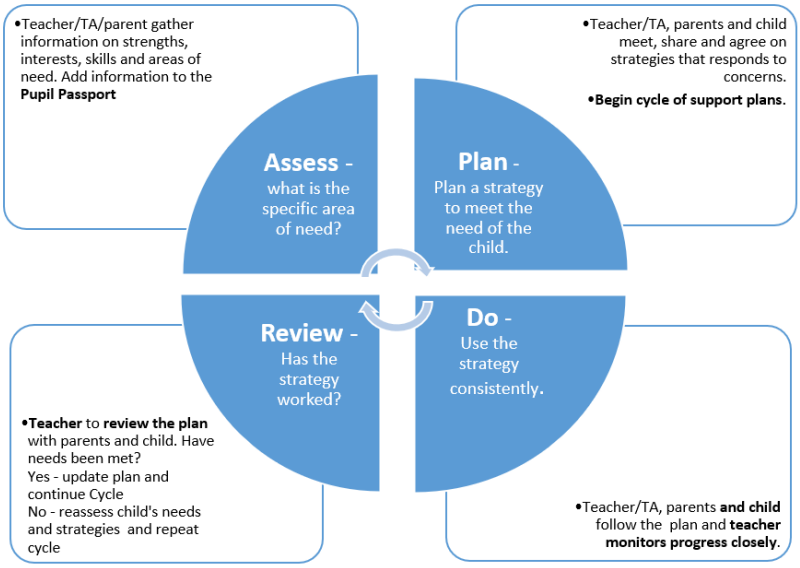
The SEND Governor is responsible for:

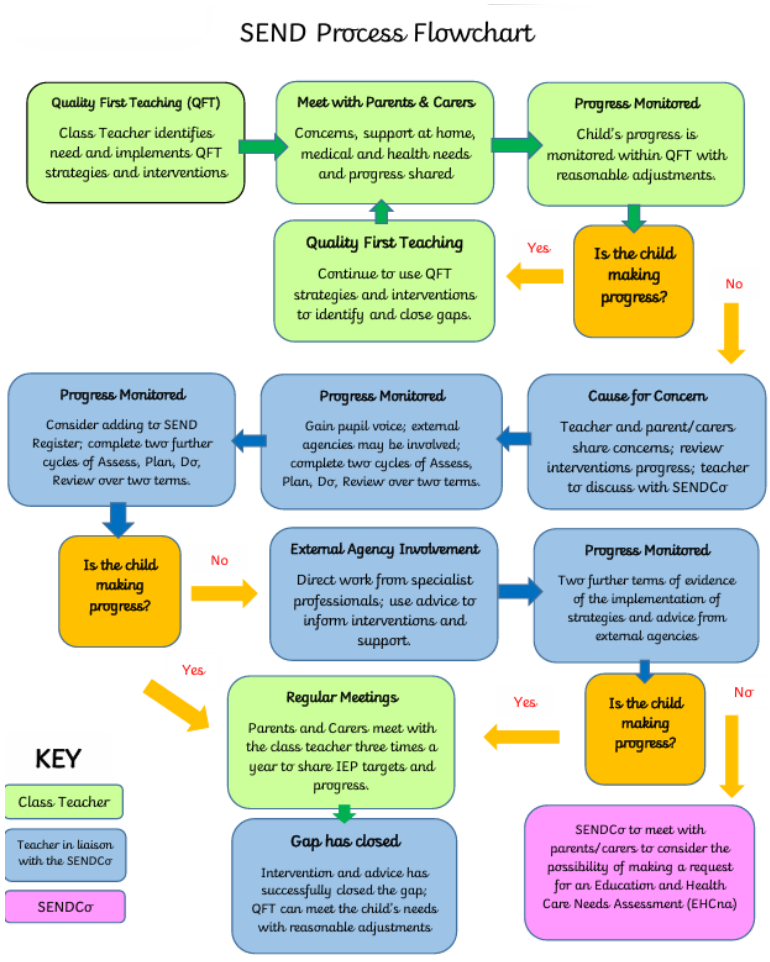
- Making sure that the necessary support is made available for any child with SEND within the school.
- Support the process of decision making where a consultation is made for a child with high levels of need to attend the school.
- Monitoring provision and delivery including liaising with the SENDCo.

How a child's SEND needs are identified

For a child to be identified as having a SEND need, the support provided needs to be 'additional to or different from' the differentiated learning approaches normally provided within high quality, inclusive teaching that is adapted to meet the individual needs of every child. This is known as Quality First Teaching.

When a child is suspected of have a special educational need, we use a Graduated Approach of Assess, Plan, Do, Review to monitor their progress:





How we adapt our teaching for pupils with SEND

- Teaching is based on what your child already knows, can do, and understands. Learning is carefully planned at an appropriate level to support progress while providing an appropriate level of challenge.
- A variety of teaching approaches are used to ensure your child is fully engaged in learning. For example, lessons may include practical, visual, and hands-on activities.
- Specific strategies recommended by the SENDCo or external professionals may be implemented to support your child's learning. These strategies are reviewed regularly to ensure they remain effective.
- Your child's teacher will regularly assess their progress and identify any gaps in learning or understanding. Additional support will be provided where appropriate to help meet their needs.
- Your child may take part in a targeted intervention group. These groups are designed for pupils with similar needs and may take place in the classroom or another learning space. Sessions may be led by a teacher, teaching assistant, or external specialist. Participation in an intervention group provides focused support and targeted outcomes to help your child make progress.

Examples of Quality First Teaching (QFT) ALL	**Examples of Targeted Support SOME**	**Examples of Specialist Support Provision A FEW**
Planning, which includes adjustments for differing attainment, and resourcing.	Phonics Interventions	Occupational Therapy
Adaptive teaching methods (responding to pupils' needs during the lesson)	Daily reading	Physiotherapy
A positive classroom environment with clear, consistent and established routines that support learning	Toe by Toe	Teacher of the Deaf
Opportunities for pre-teaching to prepare children for upcoming learning.	Precision Teaching	Vision Support Teacher
Effective use of support staff in the classroom and group interventions.	Individual speech and language programmes	Emotional Literacy Support Assistant (ELSA)
Use of clear instructions; breaking tasks into manageable chunks.	Socially Speaking	Play Therapy
Modelling tasks by showing pupils exactly how it should be completed.	Talkabout	Educational Psychologist
Scaffolding and providing learning aids to support working such as sentence starters or vocabulary mats.	Zones of Regulation	Mentoring
Use of both open and targeted questions to check and deepen understanding.	Lego Therapy	
Visual supports, using pictures, diagrams, key vocabulary, visual timetables and Now and Next boards.	Social Stories	
Providing regular feedback and positive reinforcement.	Typing Club	
Repetition and retrieval, revisiting previously taught knowledge regularly so that it "sticks"	Sensory Circuits	
Collaborative learning opportunities, facilitating the sharing and explaining of ideas with peers	SMART moves	
Times Tables Rock Stars (TTRS) and adapted handwriting/spelling homework	Attention Autism Bucket	
Regulation Station or 'Reset Desk' within the classroom with access to regulating resources		
Calm spaces, either within or outside of the classroom, to support pupils should they become overwhelmed		

The examples in this table are indicative rather than prescriptive. Provision is based on individual need, and the approaches may sit across more than one level depending on how they are implemented.

How we measure the progress of a child with SEND

- Your child's progress is continually monitored by their class teacher and their progress is reviewed formally every year and assessed against the National Curriculum.
- At the end of each key stage (i.e. at the end of EYFS, Year 2 and Year 6) all children are required to be formally assessed. Phonics is assessed in Year 1 and pupils participate in a Multiplication Tables Check at the end of Year 4.
- Children's learning plans are reviewed, with your involvement, at least three times a year and new targets written as appropriate.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education, where possible.
- The SENDCo will also monitor your child's progress

If you have concerns about your child's progress you should speak to the class teacher in the first instance.
If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENDCo or Headteacher.

If you still have concerns you can speak to a school Governor. A list of governors is available on the website or from the school office.

How extra support is allocated to children with SEND

The school budget, received from South Gloucestershire Local Authority, includes some money for supporting children with SEND.

The Head Teacher sets the budget for SEND in consultation with school governors, on the basis of school needs. This includes resources, training and support for staff and pupils.

The Head Teacher and the SENDCo discuss all the information they have about SEND in the school, including:

- children receiving support already
- children needing extra support
- children who have been identified as not making expected progress
- children who have made progress and no longer need additional support

We are committed to working effectively with specialist professional services and we routinely work with the following:

- Educational Psychology Service
- Behaviour Support Service
- Speech and Language Therapy Service
- Inclusion Support Service
- Education Welfare Service
- School Health Nurse
- Sensory Support Service
- Occupational Therapy Service
- Physiotherapy Service
- Community Paediatrics
- Families Plus
- Child and Adolescent Mental Health Service (CAMHS) and Primary Mental Health Specialist (PMHS)
- Emotional Literacy Support Assistant (ELSA)

This is not an exhaustive list, and other services can be utilised to support individual children.

How we support transitions

When changing schools:

- We will contact the school's SENDCo and ensure s/he knows about any special arrangements or support that needs to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- Enhanced transition visits for children with SEND are arranged with local secondary schools.
- PSHE lessons include aspects of preparation for moving and change.
- Some children may also benefit from targeted interventions, such as ELSA or Resilience Lab

When moving classes:

- Information will be passed on to the new class teacher.
- A transition meeting will take place.
- All records will be accessible to the new teacher.
- Some children benefit from additional visits to their new classroom or the creation of social stories to support the move. These will be made as appropriate.

How Manorbrook is accessible to children with SEND

- The building has some limitations for those with physical disabilities (stairs in KS2 building).
- Adaptations have been made to ensure accessibility as far as possible e.g. ramps outside, accessible toilet facilities and classroom arrangements to allow movement of walking aids/wheelchairs.
- Teachers have received training in how to make the school and learning more accessible to pupils with Autism and Dyslexia. Staff receive training updates through regular staff meetings and INSET days.
- Staff receive training to support the physical needs of children to enable them to access the curriculum and facilities. For example, where a child requires manual handling, the appropriate staff will receive updated training.
- Classes can be reorganised to accommodate the needs of individuals whilst retaining inclusive practice (for example a year group may be moved downstairs to provide ground floor access).
- We ensure that equipment used is accessible to all children where reasonably possible and alternative arrangements made where it is not. For example, teacher-run after school clubs can be moved from an upstairs classroom to a downstairs one to support pupils with mobility difficulties
- Access to professional advice through the Local Authority and Health Service is supported through the appropriate referral procedures.
- Examination arrangements are made so that children who require additional time or support can still access the tests. Children who are working well below the end of key stage standards will be assessed using the appropriate national system.
- After school provision is accessible to most children including those with SEND. Extra-curricular activities are usually accessible for children with SEND. Please discuss this with SENDCo / Head Teacher if you have any questions.

SEND Data: End of July 2026

Key Results - 2025-2026

Assessment	Statistic	Cohort	School Result	National Comparison	National Result	School Percentile Rank
KS2 Reading, Writing & Maths combined	% achieving the expected standard	31	81%	Above (significant)	63%	89th
KS2 Reading, Writing & Maths combined	% achieving the higher standard	31	13%	At or above	9%	79th
Multiplication Tables Check (MTC)	% scoring full marks (25/25)	33	42%	Below	~ 44%	53rd
Phonics Screening Check	% passing in Year 1	53	83%	At or above	~ 82%	47th
Early Years Foundation Stage	% achieving a Good Level of Development	54	81%	At or above	~ 72%	82nd

Key Results - 2025-2026

Assessment	Statistic	Cohort	School Result	National Comparison	National Result
KS2 Reading, Writing & Maths combined	% achieving the expected standard	6	33%	At or above	26%
KS2 Reading, Writing & Maths combined	% achieving the higher standard	6	17%	At or above	2%
Multiplication Tables Check (MTC)	% scoring full marks (25/25)	6	17%	-	-
Phonics Screening Check	% passing in Year 1	3	33%	-	-
Early Years Foundation Stage	% achieving a Good Level of Development	4	50%	-	-

Legend
- Above national (statistically significant)
- At or above national
- Below national
- Below national (statistically significant)
- Missing data
- ~ Estimated national
- Filtered data

Support for parents/carers of children with SEND

- The class teacher is best placed to discuss your child's progress or any concerns you may have, please contact them in the first instance.
- All information from outside professionals will be discussed with you and with the professional involved directly, or where this is not possible, in a report.
- Targets will be regularly shared and reviewed with you.
- A home/school contact book or email arrangement may be used to support communication if appropriate.
- Other outside agencies, support groups and/ or charities that may be of help may be signposted to you individually or can be found on the school website.
- The Pastoral Team may be able to support with useful strategies (please contact the school office and ask to speak with Mrs. Downs or Mrs. Fagan)
- Where your child's needs include Social, Emotional and Mental Health difficulties or where family circumstances may be impacting on the learning development of your child, an Early Help Support Plan (EHAP) may be used to draw together services to support the whole family.
- The SENDCo may also be able to offer advice and signposting if you continue to have concerns (please contact the school office to make an appointment).

SGPC South Glos Parent Carers — https://sgpc.org.uk

SAY SEND AND YOU SENDIAS — https://www.sendandyou.org.uk

South Gloucestershire Council — https://life.southglos.gov.uk/