



Aiming for Excellence

Special Educational Needs and Disability at Manorbrook Primary School

SEND Report September 2025

Manorbrook Primary School is a 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 (please also see the current school SEND Policy).

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. Any questions regarding this should be referred to the Head Teacher and/or SENDCo.

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability?

The SENDCo (Special Educational Needs and Disabilities Co-ordinator):

Mrs. Karen Payne: BAEd + NASENCo award

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, 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 progress. 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.
- He 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.

What are the different types of support available for children with SEND at Manorbrook?

- All teaching is based on building on what your child already knows, can do and can understand therefore provision will be planned at the right level for your child (with a degree of challenge).
- Different strategies for teaching will be used so that your child is fully involved in learning in class, for example using more practical learning approaches.
- Specific strategies, which may be suggested by the SENDCo or outside agencies, are put in place to support your child to learn and are regularly reviewed.
- Your child's teacher will assess their progress and will identify the gaps in their understanding. Where possible additional support will be provided to meet your child's needs.
- Your child may be supported in an intervention group. This approach will be used where a small group of pupils, with similar needs will benefit from learning together. Intervention groups may be run in the classroom or another teaching space. They may be run by a teacher, teaching assistant or an outside professional. For your child this might mean he/she will engage in group sessions with specific targets to help him/her to make more progress.

A small number of children are identified by the class teacher/ SENDCo as needing some extra specialist support from an outside professional. You may also have raised concerns about child's needs or progress.

This may be from:

- Local Authority Traded Services such as the Educational Psychology Service, Behaviour Support Service and the Inclusion Support Service for which school pay an annual subscription.
- NHS services such as the Speech and Language Therapy (SALT) Service or the School Health Nurse.

For you and your child this would mean:

- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help you and the school to better understand your child's particular needs and therefore provide appropriate support.

- The specialist professional will work with your child to understand their needs and make recommendations. This type of support is available for children with specific barriers to learning that cannot be overcome through normal classroom practice and intervention groups and may include:
 - Giving advice about how your child is best supported in class.
 - Setting targets based upon professional guidance.
 - Running specific interventions e.g. a language skills group.

Specified Individual Support

This is usually provided through an Education, Health and Care Plan (EHCP). This means your child will have been identified by the Local Authority and outside professionals as requiring a particularly high level of individual teaching, or assistance with medical, physical, social and emotional learning or communication which cannot be provided from the school budget. In order for a child to be issued with an EHCP, a long term, significant level of need in more than one area needs to be proven over a period of at least six months with at least two review cycles.

For your child this would mean:

The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which determines whether your child's needs are sufficiently complex to require statutory assessment. If this is the case, they will ask you and all professionals involved with your child, to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.

Once all the information has been collected, the Local Authority will decide if your child's needs meet the criteria. If this is the case they will write an Education and Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with current support and to ensure a plan is in place which ensures your child makes as much progress as possible.

The EHC Plan will outline the additional support your child will receive, how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.

An additional adult may be employed to support your child with whole class learning, run individual programmes or run small groups including your child. Funding from the EHCP may also be used to purchase resources or to buy in additional expert support or provide training.

How can I let the school know I am concerned about my child's progress in school?

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 will the school let me know if they have any concerns about my child's learning in school?

If your child has been identified as not making progress or there are other concerns, the class teacher will call a meeting to discuss this in more detail and to:

- listen to any concerns you may have,
- involve the SENDCo in the planning process
- plan any additional support your child will receive,

If your child does not make sufficient progress, despite high quality teaching and intervention, they will be considered as having a special educational need and your permission will be sought to place them on the SEND register.

How is extra support allocated to children?

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

Who are the other people providing services to children with SEND in this school?

Directly funded from the school budget:

Family Link and ELSA (Mrs. Downs) and Teaching Assistants

Educational Psychologist

Behaviour Support Service

Inclusion Support Service

Educational Welfare Service

Additional time from any service named below e.g. Speech and Language Services

Paid for centrally but delivered in school:

Educational Psychology Service (Statutory time for pupils with EHCPs who are transferring to another setting)

Speech and Language Therapy service – core offer (3x per year 'Drop in' sessions)

Sensory Service for children with visual or hearing needs

Inclusion Team (Statutory Time)

School Health Nurse
Occupational Therapy
Physiotherapy

How are the teachers in school helped to support children with SEND and what training do they have?

- The SENDCo's role is to support the class teacher in planning for children with any additional needs.
- Training needs are identified and reviewed in conjunction with school needs.
- Individual teachers and support staff might attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

How will the teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Specially trained support staff can work with teachers to adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

How will we measure the progress of your child in school?

- 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.
- 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.

How do we measure the outcomes and impact of the support provided?

- Teachers and the Senior Leadership Team with the SENDCo review the progress of children in relation to their individual targets.
- Small group interventions are reviewed regularly to assess the children's progress and plan next steps.
- Children who have met their targets are given new targets to further meet their needs. This may lead to a further intervention or monitoring from the class teacher if their needs can be met by high quality class teaching.

- Children who have not met their targets are reviewed with alternative provision in mind. Where further advice is needed outside agencies will be called upon to give additional support. For example an Educational Psychology involvement may be arranged.
- Children with an EHC plan will have a review meeting at least once per year. This will review the support given, child's needs and make recommendations for the forthcoming year. If a child is struggling to access the classroom environment, an emergency Annual Review may be held and alternative provision may be considered.

What support do we have for you as a parent of child with SEND?

- The class teacher will discuss your child's progress or any concerns you may have and share information about successful strategies.
- The SENDCo is available to meet with you to discuss your child's progress or any concerns you may have (please contact the school office to make an appointment).
- All information from outside professionals will be discussed with you, or where this is not possible, given to you in a report.
- Learning plans will be discussed with you when reviewed.
- Homework will be adjusted to suit your child's individual needs.
- A home/school contact book or email arrangement may be used to support communication if appropriate.
- Outside agencies, support groups and/ or charities that may be of help will be signposted to you.

Where your child's needs include Social, Emotional and Mental Health difficulties or family circumstances may be impacting on the learning/development of your child, an Early Help Support Plan may be used to draw together services and support the whole family.

Quality First Teaching (QFT)	Targeted Support	Specialist Provision
Planning including adjustments for differing attainment, support needs and resourcing.	Phonics Interventions	Occupational Therapy
	Daily reading	Physiotherapy
Opportunities for pre-teaching and revision of learning to aid understanding and retention.	Toe by Toe	Teacher of the Deaf
Effective use of support staff in the classroom and group interventions.	Precision Teaching	Emotional Literacy Support Assistant (ELSA)
Times Tables Rock Stars (TTRS) and adapted handwriting/spelling homework	Individual speech and language programmes	Play Therapy
Regulation Station or 'Reset Desk' within the classroom with access to regulating resources	Socially Speaking	Educational Psychologist
	Talkabout	
	Zones of Regulation	
	Lego Therapy	
	Social Stories	
	Typing Club	
	Sensory Circuits	
	SMART moves	
	Attention Autism Bucket	
	DST-J Dyslexia Screening (aged 8+)	
	Resilience Lab (Y6)	
	Early Help Assessment Plan (EHAP)	

How is Manorbrook 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, INSET days and external provision.
- 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.

Transition arrangements if your child is moving to another school:

- We will contact the school's SENDCo and ensure he/she 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.
- Resilience Lab intervention is offered to identified pupils to further support their secondary transfer.

When moving classes in school:

- 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.

If you have any other questions, please contact the school directly on 01454 867225 and we will try to help.

SEND Data: End of KS2 July 2025

Reading Outcomes										
	Cohort	Exp +	LA Av Exp +	Nat Av Exp +%	High	LA Av High	Nat Av High	Av Score	LA Av Score	Nat Av Score
All	26	84.6%	74.1%	74%	38.5%	32.5%	28%	105.4	99.8	105.0
SEND E	3	66.7%	19.5%	19%	33.3%	4.7%	5%	102.3	46.1	98.0
SEND K	5	60.0%	49.2%	48%		11.0%	12%	99.4	92.7	100.0
Non SEND	18	94.0%			5.2%					
Writing Outcomes										
	Cohort	Exp + %	LA Av Exp +%	Nat Av Exp +%	High %	LA Av 2023 High %	Nat Av 2023 High %			
All	26	85.7%	73.5%	71%	14.3%	8.2%	13%			
SEND E	3	33.3%	15.8%	12%		1.1%	1%			
SEND K	5	20.0%	37.5%	36%		2.3%	3%			
Non SEND	18	94.4%	84.0%	83%	11.1%	8.4%	16%			
Maths Outcomes										
	Cohort	Exp +	LA Av Exp +	Nat Av Exp +	High	LA Av High	Nat Av High	Av Score	LA Av Score	Nat Av 2023 Av Score
All	26	76.9%	74.8%	73%	15.4%	26.1%	24%	104.0	104.8	104.0
SEND E	3	33.3%	18.4%	17%		2.1%	4%	96.5	96.3	97.0
SEND K	5	60.0%	49.2%	44%		9.9%	8%	96.4	99.2	99.0
Non SEND	18	88.9%	84.5%	83%	22.2%	31.2%	29%	106.9	106.2	106.0
Reading, Writing and Maths Outcomes Combined										
	Cohort	Exp + %	LA Av 2023 Exp +%	Nat Av 2023 Exp +%	High	LA Av	Nat Av			
All	26	69.2%	61.5%	61%	7.7%	5.3%	8%			
SEND E	3	33.3%	8.9%	9%		1.1%	1%			
SEND K	5	20.0%	28.4%	26%		1.4%	1%			
Non SEND	18	88.9%	72.4%	71%	11.1%	6.4%	9%			

SEND Data: KS1 Phonics Screening (Year 1) 2024

	Pupils	% GLD	LA Av 2024	Nat Av 2024
All	60	91.7%	82.1%	80.0%
SEND E	1		15.0%	20.0%
SEND K	4	75.0%	49.9%	52.0%
Non SEND	55	94.5%	88.9%	88.0%

SEND Data: Early Years Foundation Stage 2025

	Pupils	% GLD	LA Av 2024	Nat Av 2024
All	50	76.0%	74.5%	67.7%
SEND E	0		1.1%	3.8%
SEND K	0		30.5%	24.9%
Non SEND	50	70.6%	81.7%	75.6%

Strengths in SEND at Manorbrook:

- The school community ethos welcomes pupils with SEND and strives to ensure their success in all areas of the curriculum.
- A dedicated, knowledgeable Teaching Support Team who work hard to help meet the needs of individuals.
- Transition from Manorbrook to the next school, whether a mainstream secondary or specialist provision is supported based on individual need.

"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.

Areas for improvement for the school year 2025-2026				
Aims to be completed by the end of the school year.				
Area	Aim(s)	Strategies	Responsibilities	Success criteria
Provision	For a sensory space 'pod' to be added to the school's offer.	<ul style="list-style-type: none"> - Liaison with the LA with regards to incorporating the 'pod' into the planned expansion works - Fundraising from the school community in order to facilitate this (including the application of grants) - SENDCo to visit other schools where they have similar provision and attend appropriate training in order to lead in this development 	Working Party overseen by SENDCo and Chair of Governors Whole School Community SLT and SENDCo	Pupils who require sensory and emotional regulation have access to a safe and appropriate space. Classrooms are calmer and can better facilitate learning for all due to all pupil needs being met. Improved progress of all pupils