

Our Local Offer for Special Educational Needs and/or Disability



Please click the relevant words on the wheel to be taken to the corresponding section.

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Our Local Offer for Special Educational Needs and/or Disability

Information Report Regulations

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How we identify and assess needs

How will you know if my child or young person needs extra help? *(IRR)*

- *How do you identify children or young people with SEND? (IRR)*

Termly Pupil Progress meetings allow staff to identify children who are making less than expected progress. Concerns can also be raised directly by members of staff and parents or carers. The school provides a concerns form which can be used by either staff or parents and carers. This can be found at:

<https://www.manor.fierte.org/page/?title=SEND&pid=21>

After identification, what would your setting's first steps be?

In the first instance, the class teacher would gather information, for example test results or observations of behaviour in and around school. This may include utilising the concerns form found on the school website. These would then be shared with the SENDCo.

- *Does the setting/school/college have any programmes for early intervention/help?*

*The EYFS has access to the Welcomm Communication programme. Staffordshire County Council have an Early Help Team and Specialist Safeguarding Unit which all schools can contact where necessary. Further information can be found at: **Your early help team - Staffordshire County Council***

What should I do if I think my child or young person needs extra help?

(NB this question may not be relevant to specialist providers and they can leave it out)

- *How will I be able to raise any concerns I may have?*

*You can contact the school directly through the office, either at **office@manor.fierte.org** or on telephone number 01827 213820.*

*You can contact the SENDCo directly at **mforman@manor.fierte.org** or the head teacher at **headteacher@manor.fierte.org***

You can use the aforementioned concerns form as a record of your views should you wish.

Where can I find the setting/school's SEND policy and other related documents? *(IRR)*

- *Please provide hyperlink(s) to the setting/school/college's SEND policy and other relevant documents*

*To find relevant policies, please use the following link; **Manor Primary Academy - SEND (fierte.org)***

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Teaching, Learning and Support

How will you teach and support my child or young person with SEND? *(IRR)*

Teaching, Learning and Support

- *How will you support children and young people with SEND with or without an EHC plan? (IRR)*

Children with SEND will be supported in a variety of ways, dependent on their individual needs. In the first instance, reasonable adjustments will be made to quality first teaching practice. Where this is deemed to not offer sufficient support, additional interventions and programmes can be utilised, for example the Little Wandle SEND support package.

- *How does the setting/school/college plan the support?*

The class teacher will have the best knowledge of the children in their class, both in terms of academic success and any other relevant needs a child may have. Typically, they will identify what they want the child to achieve, and how best to do this. Where additional information or guidance is needed, staff will liaise with the SENDCo, who will support as needed, or seek advice from outside agencies if it felt that the school may need more specialist advice to support a child. Where children are registered as SEND support, they will receive a Passport for Learning, which will have individual targets in it. These passports are reviewed three times a year, in line with the SEND Code of Practice.

- *How and when will I be involved in planning my child or young person's education? (IRR)*

*The school has an 'open door' policy, meaning you can make contact with the SENDCo or class teacher at any time, should you need to. Staff will reply to enquires at their most early convenience. The best route for contacting staff is either via the main office (email – office@manor.fierte.org tel – **01827 213820**), via the contact page on the school website (**Manor Primary Academy - Contact Us (fierte.org)**) via a staff member's email address or contacting the SENDCo (email – mforman@manor.fierte.org).*

There are also regular termly opportunities to discuss your child's education, either through parent's evenings or through Passport for Learning review meetings.

- *What additional learning support is available? (IRR). Include examples of personalised intervention programmes and any external teaching and learning, eg outreach*

*There are a variety of support packages available in school. In the EYFS, the Welcomm Language programme is available. **Across school, we have intervention programmes linked to the Literacy and Mathematics schemes such as 'Rising Stars – Shine' and 'First Class for Maths'. For children above EYFS, and when they are ready to undertake it, we have the Toe-by-Toe reading programme to support progress in decoding reading. The Little Wandle phonics scheme has a concise programme of catch-up and intervention.** Where appropriate, outside agencies are utilised to support specific needs, for example the Autism Inclusion Team support children with a working or full diagnosis of Autism.*

- *How will the setting/school/college modify teaching approaches to meet my child or young person's needs? (IRR)*

Teaching modifications may include, but is not exclusive to, adjustments such as greater scaffolding to support a pupil, prompt cards, visual resources, intervention programmes, support from Teaching Assistants or, where appropriate, working on curriculum concepts from the previous academic year.

How will the curriculum and learning environment be matched to my child or young person's needs? (IRR)

- *What is your approach to differentiation? How is the curriculum and learning environment adapted to meet the individual needs of children with SEND?*

Curriculum adaptations may include, but is not exclusive to, adjustments such as greater scaffolding to support a pupil, prompt cards, visual resources, intervention programmes, support from Teaching Assistants or, where appropriate, working on curriculum concepts from the previous academic year. Adaptions to the learning

Teaching, Learning and Support

environment would be considered on an individual basis, and may include, but is not exclusive to, adjustments such as coloured overlays, adjustments to the class seating plan, specialist writing implements, or any other specialist equipment deemed necessary to allow pupils to access the curriculum successfully.

- *What provision do you offer to facilitate access to the curriculum and to develop independent learning?*

Teaching Assistants work within class to support pupils in strategies that allow them to develop their independent learning skills. Outside agencies, such as the Autism Inclusion Team, are consulted to find strategies that can be utilised to allow pupils to further develop these skills.

- *What additional learning support is available?*

Teaching Assistants work under the guidance of the class teacher to support all pupils, including those pupils with SEND.

- *Who will oversee and plan the education programme?*

In the first instance, the class teacher will plan the educational programmes deemed most suitable to support pupils. The class teacher has the greatest knowledge of the individuals in their class, and is best placed to do these. The class teacher can work in collaboration with the SENDCo to determine or refine the support that is given. The class teacher will also work in collaboration with subject leaders where support is required in a particular subject, for example Maths or English.

- *What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?*

This will be considered on an individual basis. Adjustments may include, but are not exclusive to, access to suitable equipment, a reader to support subjects such as Maths, or additional exam time where a pupil fulfils the criteria, for example reduced reading speed.

How are resources allocated to meet children or young people's needs?

- *How is your budget for SEND allocated and managed? [Budget figures not required]*

There is a nominal figure included in the formula that works out a school's core budget. This permits us to spend more money on staffing that allows us to support children with different needs across the school, either in class during lessons or with interventions. The SEND budget also allows us to buy more specialist learning resources to cater for the needs of children at the school.

- *How would you secure additional funding for a pupil?*

Where a child fulfils the criteria, additional funds can be secured through Enhanced Assess, Plan, Do, Review (EAPDR - this is on a temporary timescale) and through an Educational Health Care Plan being implemented. Other funding sources may be available on an individual basis.

- *How does your setting further meet need?*

Manor Primary is part of the Tamworth SEND and Inclusion Hub. This is a forum for schools across Tamworth to pool expertise, allowing the school access to advice and support from educational professional and specialists. There are also regular network meetings for SENDCos to receive updates and share good practice across the region. Further to this, SENDCos across the Fierté Multi-Academy Trust meeting regularly to share advice and best practice. Advice from these sources can be utilised to further support pupils with SEND at Manor Primary.

How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis? **(IRR)**

- *Describe the decision-making process.*

Teaching, Learning and Support

The class teacher and SENDCo will consider each pupil on a case-by-case basis. There are a range of starting points which include, but may not be exclusive to, analysing assessment data, concerns raised by teachers or parents/carers and information supplied by outside agencies. The class teacher and SENDCo will work collaboratively alongside parents and carers to consider the best practice in supporting a pupil with SEND.

- *Who else will be involved?*

In addition to those people outlined above, the decision-making process will include the Head teacher. Other professional involved will be on a case-by-case basis and may include agencies such as the Autism Inclusion Team, the Tamworth SEND and Inclusion Hub, Educational Psychologists, CAMHS and Midland Partnership. The other people involved is dependent on the level of need of a SEND pupil.

- *How will I be involved as a parent and carer? (IRR)*

Parents and carers are consulted on decision making processes. You know your child best, so it is imperative that your experience and views form an integral part of the support that is offered to a pupil with SEND. We have an open-door policy that means that parents and carers can contact staff when needed.

How will equipment and facilities to support children and young people with SEND be secured? (IRR)

- *What resources are available?*

There are some resources generally available such as visual timetables, calm corners in each classroom, coloured overlays and Stabilo Easy Grip pens. Individual resources have been purchased on a needs basis, for example sloping desks and balance seat cushions.

- *What is the process to secure these resources?*

Once a need is identified and resources have been priced the teacher and/or SENDCo pass this request to the headteacher who will look at the cost in relation to the budgetary priorities, potential benefits and value for money. Where appropriate, the headteacher will then sanction the purchase if it is within levels set in the scheme of delegation. If it is above this level it will be taken to governors to sanction the purchase.

How will you and I know how my child or young person is doing? (IRR)

- *How will you assess my child's progress? (IRR)*

Reading, Maths and Spelling and Grammar are assessed on a termly basis across school. Writing is teacher assessed each term. This includes all pupils with SEND. Should SEND pupils be involved in intervention programmes, this will be reviewed at the end of the programme of intervention, informing what the next step should be.

- *How often will my child's progress be reviewed, and how will this be done?*

If a pupil with SEND has a Passport for Learning, the individualised targets are assessed on a termly basis, ensuring there are three review periods each academic year. This review process involves all stakeholders.

- *How will I know what progress they should be making?*

Meetings related to the above-mentioned review processes, alongside two parents' evening meetings each year, and an end of year written report, will indicate whether your child is working at Age Related Expectation, above this or below this.

- *What opportunities will there be for me to discuss his or her progress with the staff, or to be involved in review processes? (IRR)*

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Lines of communication between school and home include regular meetings, as outlined above, including an annual written report. Parents can discuss this report after they have been issued. The school operates an 'open door' policy, so that any needs or requirements between all stakeholders can be discussed at any time between the regular review opportunities. These meetings can be arranged by contacting the class teacher in the first instance.

- *How will you explain to me how learning is planned?*

The school's curriculum is set out in detail on the school website. This explains how the learning is planned across the school on a long-term basis and the content for each half term is detailed within medium term Knowledge Organisers. Teachers then add the curriculum to be covered in the next 2 weeks to the fortnightly school Newsletter. Any major variations from this regarding SEND will be discussed at the various meetings set out above.

- *What opportunities will there be for regular contact about things that have happened at the setting, school or college? (e.g. a home/school book)*

Children have reading diaries where messages can be written between school and home. The school office is contactable on 01827 213820. Class teachers are available at the end of the day, bringing classes on to the playground for dismissal (This may be for a brief conversation or to arrange for a more detailed discussion where necessary.) The SENDCo is available via mforman@manor.fierte.org and the head teacher is available via headteacher@manor.fierte.org Staff are available by email or through the school office phone number.

- *What measures do you take to assist communication with parents and carers with SEND?*

We would make all reasonable adjustments to cater for parents and carers who have SEND such as verbal communication for those who struggle with literacy or online virtual meetings for those who find it difficult to get to school.

- *How we work with specialist services to support learning*

Advice is sort from outside agencies such as the Autism Inclusion Team and through the Tamworth SEND and Inclusion Hub wherever necessary. The school also has an appointed Educational Psychologist.

How will you help me to support their learning? (IRR)

- *How I can help support this at home?*

Links between home and school are important for all children, including those children with SEND. Discussions between the class teacher, SENDCo and parent/carer would be advised, to ensure we can personalise the support that takes place at home.

- *Do you offer any parent training?*

The SENDCo would be the best point of contact for training advice, as they can signpost you to other professionals or resources that can support your child at home.

How do we consult with and involve children and young people with SEND in planning and reviewing their education? (IRR)

- *How will my child be kept up-to-date on their progress, and involved in review processes? (IRR)*

Children with SEND are part of the review process for annual Educational Health Care Plan reviews and for termly Passport for Learning review meetings. Of course, all children receive regular daily feedback from the staff about their learning in class.

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Teaching, Learning and Support

How do you assess and evaluate the effectiveness of provision for children and young people with SEND? *(IRR)*

- *How does the setting, school or college measure outcomes and the impact of the support provided to children or young people with SEND?*
Children with SEND will partake in the whole-class assessments that take place each term. The standardised scores allow the class teacher to measure whether children are making expected progress or not. For personalised targets, such as those found on Passport for Learning documents, the class teacher will include (where appropriate) a starting point and a target to achieve. This will allow the class teacher to judge if a child has made expected progress against the target. Please see further details in the school Assessment policy. To find this, either go to the school website homepage, locate the Key Information tab, and in the drop-down menu, find 'Policies'. Alternatively, follow this link; **Manor Primary Academy - Policies (fierte.org)**
- *How will you involve parents and carers in this process?*
Passport for Learning documents are shared in review meetings, which will also include new targets to be set if a child continues with a Passport for Learning. Parents are involved in annual Educational Health Care Plan review meetings. Between these set times, class teachers are available to discuss a child's progress through aforementioned channels.
- *How will you involve children and young people in this process?*
Children with SEND are part of the review and setting of targets for Passport for Learning documents and Educational Health Care Plans.
- *Does the setting, school or college use feedback mechanisms or surveys?*
Children, parents/carers and staff are asked to complete surveys at various points through the year. There are also regular pupil voice monitoring sessions about aspects of school.

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Keeping students safe and supporting their wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

- *What handover arrangements are offered at the start and end of the school day?*
Class teachers will be in class at the beginning of the school day. There is a member of staff, often the head teacher, on the gate in the morning. Class teachers dismiss their classes from the playground at the end of the day, ensuring they are collected by a known adult. Should other arrangements be required, these can be discussed with the class teacher and/or SENDCo.
- *What support is offered during breaks and lunchtimes?*
Morning break time (this is KS1 and KS2) have two members of staff supervising. Afternoon break for KS1 has the class teacher or Teaching Assistant supervising. Lunchtimes are supported by a team of lunchtime supervisors. Teaching staff and Teaching Assistants are available should this be necessary.
- *How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons, moving between buildings and on school trips)*
The nature of the small school site at Manor means that children are supervised at nearly all times. In those instances where there is no direct adult supervision, for example using the toilets, adults will be nearby in classrooms or on duty on the playground. When children leave the site the educational visits policy is followed

Keeping students safe and supporting their wellbeing

which sets out guidance on risk assessments, recommended ratios of adults to children etc. The risk assessment is carried out by the visit leader and passed to the Headteacher who has undergone Educational Visit Coordinator training. This is all entered on the Staffordshire 'Evolve' system and any higher risk visits such as residentials are signed off by the county visits coordinator.

- *What are the setting/school/college arrangements for undertaking risk assessments?*

Risk assessments are based on the model risk assessments from Staffordshire Health and Safety advisors then adapted by the staff who undertake the activity or use the area that the assessment is for. These are then signed off by the headteacher.

What pastoral support is available to support my child or young person's overall social and emotional development and well-being? (IRR)

How will you manage my child or young person's medicine or personal care needs?

- *How does the setting / school / college manage the administration of medicines and providing personal care where necessary (e.g. toileting, eating etc.)?*

For administration of medicines, please see the Administration of Medicines policy. To find this, you can go to the Home page and locate the Key Information tab. In the drop-down menu, find the title, 'Policies'. Alternatively, follow this link; **Manor Primary Academy - Policies (fierte.org)**

- *What would the setting/school/college do in the case of a medical emergency?*

The school has staff members with Level 3 paediatric first aid training. Where appropriate, the emergency services would be contacted.

- *How does the setting/school/college support young people who have to take time off for medical appointments?*

Consultation with the class teacher will allow parents and carers to support their child at home if medical appointments mean a regular and significant amount of time is missed from class.

- *How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?*

Consultation between the family, class teacher and SENDCo, with any appropriate outside agencies, will aim to ensure care plans are suitable for individual pupils.

What support is there for behaviour, avoiding exclusions and increasing attendance?

- *Include link to Behaviour policy. Support from external agencies?*

Please refer to the school behaviour policy. To find this, you can go to the Home page and locate the Key Information tab. In the drop-down menu, find the title, 'Policies'. Alternatively, follow this link; **Manor Primary Academy - Policies (fierte.org)**

How do you support children who are looked after by the local authority and have SEND?

Please refer to the Looked After Children and SEND policies. To find these, you can go to the Home page and locate the Key Information tab. In the drop-down menu, find the title, 'Policies'. Alternatively, follow this link; **Manor Primary Academy - Policies (fierte.org)**

Working Together

Who is involved in my child's education?

- *Who will be working with my child/young person – include contact details (IRR)*

There are a wide range of adults who work with all children in school, including those with children with SEND. A full list of staff members can be found on the school website. To find this, go to the home page and click on the tab, 'About Us'. In the drop-down menu, click on, 'Who's Who'. Alternatively, use this link;

Manor Primary Academy - Meet our Team (fierte.org)

What is the role of my child's class teacher/s?

Your child's class teacher is responsible for the education and welfare of your child on a day-to-day basis. They are the first contact in many situations over the course of the day. Manor prides itself on being a small, family-friendly setting, and we believe this is reflected in the relationships that class teachers create with all of the children in their class, including those children with SEND.

How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?

It is the responsibility of the SENDCo to ensure that any developments with a child with SEND are disseminated promptly to relevant members of staff. Being a small village school with only four class teachers means that contact across all members of staff is easily achievable.

What expertise do you have in relation to SEND? (IRR)

- *What type of knowledge do staff members have in relation to SEND (awareness, enhanced or specialist)?*

The SENDCo has achieved the National Award for Special Educational Needs Co-ordinator. All staff have completed awareness courses for ASD, attachment and trauma. All staff have training in emotional coaching strategies for behaviour management. All staff have at least 5 years of experience working with a range of children of different abilities and with a range of educational needs such as ADHD, ASD and dyslexia.

- *Does the setting, school or college have any areas of expertise with specialist staff, and what are their qualifications?*

As a small school we don't have the capacity to provide specialist staff but have experienced staff and can buy in expertise and advice where appropriate.

- *What ongoing support and development is in place for staff with regard to supporting children and young people with SEND?*

The SENDCo has a standing item on the weekly staff meeting agenda, which is an opportunity to inform staff of suitable training and updates. The SENDCo is a source of ongoing support for all staff and he is able to draw on the expertise and knowledge of experts through the local networks and Inclusion Hub meetings he attends.

- *Does the setting, school or college have any formal accreditations, charter marks or awards?*

No

- *Does the setting, school or college provide disability awareness training?*

The SENDCo provides in-house awareness sessions where appropriate and we bring in outside agencies such as the Autism Inclusion Team to provide training relevant to the types of pupil we have in school.

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? (IRR)

- *How does the setting and its governing body involve and work with other agencies in meeting the needs of my child or young person with SEND? E.g.*

Working Together

health, social services, local authority support services, voluntary organisations.

Manor Primary is part of the Tamworth SEND and Inclusion Hub. The Hub model has schools across the Tamworth borough sitting on it, meaning expertise from other primary or secondary schools can be accessed where appropriate. Other professionals sit on the Hub, such as an Educational Psychologist and support services such as the Saplings Project, an inclusion support service. For those services that do not sit on the Hub, referrals can be made to them directly, such as Children and Adolescent Mental Health Services (CAMHS).

- *Which health or therapy services can children/young people access on the setting/school/college premises?*

There are no services permanently based on site, but relevant agencies can visit the site and access the Kingfisher room, an office space available for meetings with parents, carers, children and any other relevant agencies.

Who would be my first point of contact if I want to discuss something?

- *Who can I talk to if I am worried and how do I contact them?*

The most accessible first point of contact is your child's class teacher. You can contact them on the school playground at the beginning or end of the day (please note, it may not be convenient for your class teacher to talk at length during these times, so it may be more suitable to make an appointment should this be necessary). The school office is contactable through 01827 213820.

Who is the SEND Coordinator and how can I contact them? (IRR)

Note: colleges – no legal duty for SENCO, but should have named co-ordinator for SEN support

The SEND co-ordinator is Mark Forman. He is contactable either through the school office (tel: 01827 213820) or at mforman@manor.fierte.org

What roles do your governors have? And what does the SEND governor do?

Note: must include information around looked after children

There is a named SEND link governor who keeps a strategic overview of SEND at the school through termly meetings with the SENDCo. The headteacher also reports to governors about SEND policies and practices.

How will my child or young person be supported to have a voice in the setting, school or college? (IRR)

- *How will my child/young person be able to contribute his or her views?*

Pro-forma for Passport for Learning and EHCP reviews have dedicated spaces to allow children to contribute their views to the process.

- *How will the setting/school/college support my child/young person to do this?*

Children are invited to attend review meetings, giving them the opportunity to share their views. Where children may feel unable to do this, consultation between the child and parent/carer, then to the SENDCo, give pupils the opportunity to share their views and opinions in a manner that they are more comfortable with.

- *How do you support children and young people with SEND/LDD in making their aspirations known?*

Pro-forma for Passport for Learning and EHCP reviews have dedicated spaces to allow children to contribute their aspirations to the process.

- *Do you have any student focus groups, councils or forums within the setting?*

Manor has a School Council, to which all pupils can apply. The members are voted for by their peers, one member for each year group, from Year One upwards.

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Working Together

What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

Manor has always welcomed parent volunteers in school for a variety of focus, for example helping on school trips, supporting reading in the classroom, and other suitable focus. Manor runs a Parents' Forum, which meets on a half-termly basis. New members are always welcome to join this. To enquire about joining the board of governors, please contact the head teacher. This can be through the school office (tel: 01827 213820) or via headteacher@manor.fierte.org

What help and support is available for my family through the setting? **(IRR)**

- *Do you offer help with completing forms and paperwork or travel plans? If yes, who normally provides this help and how would parents access this?*
Support with completing any paperwork, forms or any other item is available. Please contact the SENDCo, Mark Forman, either through the school office (tel: 01827 213820) or via mforman@manor.fierte.org

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Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including trips? **(IRR)**

- *What activities are available that can be accessed by children and young people with SEND in addition to the curriculum?*

*Manor runs a number of after-school activities. In line with our Equal Opportunities Policy (**Manor Primary Academy - Policies (fierte.org)**), activities are open to all children, including those children with SEND. The school enters Sport4All inter school competitions each year.*

- *Do you offer holiday and/or before and after school/college provision? If yes, please give details.*

*Manor offers a before and after-school club. For details, please contact the school office on tel: 01827 213820 or **office@manor.fierte.org***

- *What lunchtime or after school/college activities do you offer? Do parents/students have to pay for these and if so, how much?*

*The before and after-school club is a paid for service. For details, please contact the school office on tel: 01827 213820 or **office@manor.fierte.org** Some after-school activities are free of charge. Letters with details of these clubs are sent out as and when they are about to begin, allowing children to sign up for particular clubs or activities. Some clubs do have limited numbers, details of which would be found on the relevant letters.*

- *How do you make sure clubs, activities and residential trips are inclusive?*

*In line with our Equal Opportunities Policy (**Manor Primary Academy - Policies (fierte.org)**), activities are open to all children, including those children with SEND.*

- *How will you help my child or young person to be included?*

As with the curriculum, reasonable adjustments would be made to ensure that everyone has equal opportunity to access activities outside of the classroom. Individual needs can be discussed with the class teacher, service provider or SENDCo.

- *How do you involve parent carers in planning activities and trips?*

We can arrange consultation between parents/carers, school (including the SENDCo) and service providers as and when necessary.

How accessible is the setting's environment?

- *How has the environment been adapted to support children with sensory needs?*

Each classroom has a 'calm corner' which includes sensory toys and these can be available dependent on needs. We have also created work stations with plain screens that shut out distracting sensory overload for some children. We can also work with children who need ear defenders to block out loud noises. Another example is when we have avoided using white backgrounds on screens if there are children with dyslexic tendencies.

- *How are SEND students supported to access those facilities available to all students? Link to Accessibility Plan (As described in SEND CoP).*

*Please follow this link to the: **Manor Primary Accessibility Plan***

- *How do you communicate with those whose first language is not English (including parent/carers)?*

Letters and other written communication would be translated using online software.

- *Does the setting encourage and make use of alternative forms of communication on a regular basis? If so, which one(s)?*

Currently, there is no requirement between either children or pupils to use alternative forms of communication on a regular basis. Were those circumstances to change, the SENDCo will seek advice and support via the Tamworth SEND and Inclusion Hub. Some signing is used in early years to support early communication.

Inclusion & Accessibility

Is the building wheelchair accessible?

Fully Accessible

Partially Accessible

Not Accessible

Details (if required)

All parts of the building and site are wheelchair accessible but there are some steps in some external doors and one route into the hall, meaning this can only be accessed from the outside door.

Are disabled changing facilities available? Yes
No

Details (if required)

Are disabled toilet facilities available? Yes
No

Details (if required)

There is one disabled toilet facility in the main school building.

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Inclusion & Accessibility

Do you have parking areas for pick-up and drop-offs? Yes
No

Details (if required)

There is no dedicated drop-off and pick-up point, however, arrangements can be made to access the building on the driveway to the school office building.

Do you have disabled parking spaces for students (post-16 settings)? Yes
No

Details (if required)

N/A

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Joining and moving on

Who should I contact about my child or young person joining your setting? **(IRR)**

- *Where can I find information relating to your admissions policy? (including details of arrangements for admission of disabled pupils – as specified in SEND Code of Practice)*

Please follow this link: **Admission Policy**

How can parents arrange a visit to your setting, school or college? What is involved?

- *Do you offer Open Days?*
Visits to the school are always welcome. In the first instance, contact the school office on tel: 01827 213820 or via office@manor.fierte.org

How will you prepare and support my child or young person to join your setting? How will you support them to move on to the next stage, or move on to adult life (as applicable for setting)? **(IRR)**

- *What preparation will there be before my child or young person joins you?*

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Joining and moving on

We can arrange meetings with the class teacher, SENDCo and/or head teacher as you require them. We can also arrange visits for children who will be new to the setting if they are also required. Contact with any pertinent agencies can be arranged, either in person or via TEAMS, should they be required.

- *How will he or she be prepared to move onto the next stage?*

When moving between stages in the setting (for example, from one class to the next), time is built into the school calendar to allow staff members to meet and share information about all pupils who will be moving, including those children with SEND.

- *What information will be provided to his or her new setting, school, or college?*

If a child with SEND moves to a new setting, including moving to secondary school, all documentation is copied to be kept in school (as required in the SENDC CoP) and then original paperwork is sent to the new setting.

- *How will you support the new setting, school, or college to prepare for my child or young person?*

The SENDCo will contact the SENDCo of the new setting to have a conversation about the pupil. These conversations are important as paperwork alone does not always paint the full picture of any individual. Sometimes an extra visit can be arranged above the usual transition days and meetings.

- *Will you liaise with the child or young person's previous education setting to share information?*

As we would with a pupil moving on to a new setting, we would expect a previous setting to inform us of a new pupil with SEND. We would contact the SENDCo of the previous setting to help build a picture of a new pupil with SEND.

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Additional Information

What other support services are there who might help me and my family? (IRR)

- *Who can I contact for further information and how? (SENDIASS etc.)*

*Please refer to the school website, where you will find a list of useful links. You can find this by clicking on the 'Key Information' tab, and in the drop-down menu, click on, 'Special Educational Needs and Disabilities'. Alternatively, follow this link; **Manor Primary Academy - SEND (fierte.org)***

When was the above information updated, and when will it be reviewed?

Must be updated annually – please provide date of latest update.

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Additional Information

Updated October 2024. To be reviewed July 2025.

Where can I find Staffordshire's Local Offer? (IRR)

Staffordshire's SEND Local Offer can be found at www.staffordshireconnects.info

What can I do if I am not happy with a decision or what is happening? (IRR)

- How can parents give feedback to the setting, school or college?

In the first instance, please contact the SENDCo (mforman@manor.fierte.org) or the head teacher (headteacher@manor.fierte.org). You can also follow the school complaints procedure (please see below).

- What is the setting, school or college's complaints policy? (IRR)

The schools' complaints policy can be found on the school website. Follow the 'Key Information' tab. In the drop-down menu, click on 'Policies'. The complaints policy is listed here.

Type of Setting (tick all that apply)

- | | | | | |
|---|--|--------------------------------------|---|----------------------------------|
| <input checked="" type="checkbox"/> Mainstream | <input type="checkbox"/> Resourced Provision | <input type="checkbox"/> Special | | |
| <input checked="" type="checkbox"/> Early Years | <input checked="" type="checkbox"/> Primary | <input type="checkbox"/> Secondary | <input type="checkbox"/> Post 16 | <input type="checkbox"/> Post 18 |
| <input type="checkbox"/> Maintained | <input type="checkbox"/> Academy | <input type="checkbox"/> Free School | <input type="checkbox"/> Independent/Non/Maintained/Private | |
| <input type="checkbox"/> Other (Please specify below) | | | | |

DFE Number

District

- | | | | |
|------------------------------------|------------------------------------|---|--|
| <input type="checkbox"/> Cannock | <input type="checkbox"/> Lichfield | <input type="checkbox"/> East Staffordshire | <input checked="" type="checkbox"/> Tamworth |
| <input type="checkbox"/> Newcastle | <input type="checkbox"/> Moorlands | <input type="checkbox"/> Stafford | <input type="checkbox"/> South Staffordshire |

Specific Age range

Nursery to Year Six (three years of age to eleven)

Number of places

91 in years Reception to Year 6 + 8 Nursery

Which types of special educational need do you cater for? (IRR)

Additional Information

- inclusive mainstream school special school

Offer specialisms in. Tick all those that apply.

- | | |
|---|---|
| <input type="checkbox"/> Resource for autism | <input type="checkbox"/> Resource for social, emotional and mental health |
| <input type="checkbox"/> Resource for cognition and learning difficulties | <input type="checkbox"/> Fully accessible environment – for pupils with physical or sensory needs |
| <input type="checkbox"/> Deaf friendly | <input type="checkbox"/> Resource for moderate learning difficulty |
| <input type="checkbox"/> Resource for physical disability | <input type="checkbox"/> Resource for profound and multiple learning difficulty |
| <input type="checkbox"/> Resource for severe learning difficulty | <input type="checkbox"/> Resource for speech, language and communication needs |
| <input type="checkbox"/> Visual impairment friendly | |

Other specialist support/equipment:

- Specialist technology

Comment:

- | | |
|--|---|
| <input type="checkbox"/> Rebound trampoline | <input type="checkbox"/> Hydrotherapy |
| <input type="checkbox"/> Accessible swimming pool | <input type="checkbox"/> Medical |
| <input type="checkbox"/> Outreach and family support | <input type="checkbox"/> Therapy services |
| <input checked="" type="checkbox"/> Bought in support services | <input type="checkbox"/> Hearing loop |
| <input type="checkbox"/> Sensory room/garden | |