



SEND Information Report

2025-2026

At The Manor CE Primary School, we aspire to make the curriculum inclusive and accessible to all. We believe that all successes should be valued and celebrated and we adapt our practice so that all children can achieve their full potential. The Manor is committed to ensuring that every child is provided with high quality learning experiences which will enable them to thrive academically and emotionally. In our school, every learner is special. Through high quality teaching, matched carefully to the needs of all children, we provide an exciting, broad and balanced curriculum for all children.

This report is to be read in conjunction with the SEND policy which can be found on the school website

<https://www.themanorcofeprimary.org.uk/>



What is included in the SEND information report:



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1. School Context

You will find us in the village of Coalpit Heath, three miles from the town of Yate in South Gloucestershire. Over recent years the school has catered for both the children who live in the village but increasingly to children from Yate and the surrounding areas. Our pupils have the advantage of learning in a village steeped in history and are also lucky enough to have our beautiful village church, St Saviours, situated only a short walk away from the school.

The number of pupils on roll at The Manor is 200 (as of October 2025). We are a one form entry school and currently have 7 classes from reception to Year 6. Each class is named after a continent.

Reception – Antarctica

Year 1 – Australia

Year 2 – Africa

Year 3 – Europe

Year 4 – Asia


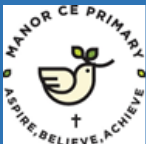
Year 5 – North America

Year 6 – South America



2. The Manor CE Primary School Aims

We strive to ensure that all pupils, regardless of their ability and needs, make the best possible progress they can. In line with the SEN Code of Practice (2014), we strive to ensure that we can provide the necessary provision that is required for any child who has Special Educational Needs (SEN Code of Practice 2014). The Manor CE Primary School is committed to providing an appropriate and high-quality education for all children. This includes a common entitlement to a broad and balanced academic and social curriculum, which is accessible to all. We aim

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| | <p>to raise the aspirations of and expectations for all pupils with SEND (Special Educational Needs and/or Disabilities) and ensure that provision and entitlement is provided within a Christian context, recognising the importance of a holistic approach to education. Our school provides a focus on progress and outcomes for all children and young people and not just hours of provision and support.</p> |
|  <p>3. What is the Local Offer?</p> | <p>A statutory requirement of the SEN Code of Practice 2014 is for the LA (Local Authority) to outline to parents/carers what services are available and what support they can expect from a range of local agencies, including from the local authority, health services, schools, leisure services and the voluntary sector, to support children with SEND. (Special Educational Needs and/or Disability.) As part of South Gloucestershire's local offer, the following questions and answers detail how we support the teaching and learning of SEND children at The Manor CE Primary School. This will be reviewed and updated annually. South Gloucestershire's Local Offer can be found at:</p> <p>https://find-information-for-adults-children-families.southglos.gov.uk/kb5/southglos/directory/localoffer.page?localofferchannel=0&channel=localoffer</p> |
|  <p>4. Who is responsible for SEND at The Manor CE Primary School?</p> | <p>The following people have specific responsibilities for SEND at The Manor CE Primary School:</p> <p>SENDCo (Special Educational Needs Coordinator): Mrs Lucy Gray</p> <p>Special Educational Needs Governor: Mrs Catherine Proudlove</p> <p>Head of School: Mr John Israel</p> <p>Executive Head Teacher: Mrs Amanda Flanagan</p> |



5. How does The Manor CE Primary School know my child needs extra support and what do I do if I think my child may have a Special Educational Need?

A child can be identified as having SEND if he or she seems to be experiencing significant difficulties accessing the curriculum in line with their peer group. A pupil may have SEND where their learning difficulty or disability calls for special educational provision: namely provision different from or additional to that normally available to pupils of the same age. Please note that with our younger children, developmental factors can play a significant role in them not making progress therefore in the early years all children will be monitored closely but may not be identified as having a special educational need until they are older.

At The Manor CE Primary School, the SENDCo and Head of School work closely with class teachers to use the school assessment tracking system as an early indicator for children who may have SEND; these are children identified by The Code of Practice (2014) who are making less than expected progress given their age and individual circumstances. If the achievement and progress gap widens between the individual and their peers, they will be given an intervention in an identified area and monitored. If interventions do not help to close the gap, additional support from external agencies may be sought, and an identification of SEN made.

The SENDCo maintains a SEND Support List which identifies children with SEN or those needing monitoring. This list is reviewed termly by the class teachers, SENDCo and the senior leadership team. Parents are informed when a child is identified as having SEND. Parental consent is always sought before external agencies are involved.



6. What support will my child be given?

The Graduated Approach

The Graduated Approach

The majority of our SEND support happens in the first instance through quality first teaching. Students who continue to face challenges in their learning, despite receiving high-quality teaching, are likely to need additional strategies, or different provision, in order to meet their needs. The SEND Code of Practice states that, for these learners, teachers are required to remove barriers to learning and put effective special educational provision in place through SEND support.

This SEND support takes the form of a four-part APDR cycle (assess, plan, do, review). Through this cycle, actions are reviewed and refined as understanding of a student's needs and the support required to help them secure good outcomes increases. This is known as the graduated approach. Not all children placed on APDRs are classified as SEND. APDRs may be used to target particular short-term challenges that a child is facing. These are reviewed and updated on a termly basis.

Teachers, with support from the SENDCo, review a child's needs and make reasonable adjustment to meet these needs. The next layer of support comes through additional intervention. This may take the form of small group work or targeted work. School also offers a small number of intervention groups for extra targeted support with other children requiring similar or the same support. Specific interventions, which typically run for 6 weeks-8 weeks, are then reviewed and their impact on the child's learning assessed. Interventions are reviewed by the class teachers at the end of each term, in consultation with the SENDCo, TAs (Teaching Assistants).

Having discussed SEND children's progress and attainment, interventions and provision are adjusted accordingly. Parents are informed when their child requires

additional support or when additional support is no longer required. The SEND support list is reviewed on termly basis.

Parental involvement is a core aspiration of the 2014 SEN Code of Practice and parents/carers should be involved in the decision to place a child on the SEND register. If you feel that your child has a need that has not yet been identified by the class teacher, please make an appointment to come in and discuss your concerns. We can then discuss our assessments, and other information that we may have, with you. If your child has a diagnosis or a specific learning need when they enter Reception in September, please inform the school and pass on any relevant documentation that you have received from doctors or other professionals.



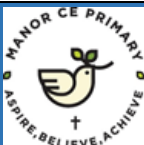
7. What intervention Programmes are currently delivered at The Manor CE Primary School?

A range of intervention programmes are available to support learning. These interventions are reviewed every 1-2 terms and are adapted or changed where necessary. Interventions are delivered by teachers and TAs, with support from the SENDCo where needed.

This year we have utilised a number of interventions for the four broad areas of need.

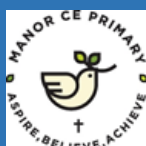
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| Cognition and learning | Toe by Toe, Nessy, Reading Plus, Plus one, Precision Teaching, Fresh Start Phonics, Power of 2 |
| Communication and interaction | Lego Therapy, Socially Speaking, social stories, Colourful Semantics |

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| | Social, emotional and mental health | ELSA, peer support/Buddy system, Sand Tray Therapy |
| | Physical and sensory | Smart Moves, Physiotherapy support, Dough Disco |
| <div data-bbox="403 628 546 772" data-label="Image"> </div> <p>8. What is an EHCp (Educational Health Care plan)?</p> | <p>From September 2014, an EHCp replaced a Statement of Special Educational Needs. The Educational Health and Care Plan run from birth to age 25 years for children with SEND.</p> <p>An EHCp is:</p> <ul style="list-style-type: none"> • Person centred with more engagement and involvement from parents, carers, children and young people in the process • Co-ordinated assessment process across education, health and care services • Focusses on outcomes to be achieved for each child/young person • Runs from birth to age 25 • Includes parents, carers, children and young people at the heart of the changes • The legislation applies equally to all schools including academies and free schools. <p>The purpose of an EHCp is to make special educational provision meet the special educational needs of the child or young person; to secure the best possible outcomes for them across education, health and social care; and, as they get older, prepare them for adulthood. This will involve additional funding being provided. More information can be found at:</p> <p>https://www.gov.uk/government/publications/send-guide-for-parents-and-carers</p> | |



9. How are governors involved, and what are their responsibilities?

The Executive Head teacher and Head of School reports to the governors regularly and informs them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times. The governor who is responsible for SEND meets regularly with the SENDCo. They also report to the Governing Body to keep all informed. The governors agree priorities for spending, with the overall aim that all children receive the support they need in order to make progress.



10. When is outside support requested?

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are related to the pupil's area of need, the school might then consider involving specialists. This could be the case if the child has speech and language needs or behavioural difficulties. In some more complex cases, an educational psychologist may be called in to carry out a cognitive assessment or give specific feedback on particular gaps in learning. Please note, concerns can also be expressed by parents/carers at any time and school teachers/SENDCo will liaise and work closely with parents/carers to identify barriers to difficulties in learning.

The school is able to request support from outside agencies such as Inclusion Support, Occupational Therapy and the School Nursing Team. We are also able to request support and resources from our Cluster. Our school is part of a cluster of local schools who, with the support of lead SENDCOs, meet regularly to share expertise and utilise allocated funding.



11. How will the curriculum be matched to my child's needs?

At The Manor CE Primary School if your child has SEND, we will endeavour to provide the best support that we can to ensure that your child reaches their full potential in its broadest sense. Depending on the identified area of need, the curriculum will be adjusted appropriately and parents/carers will be involved in discussions so that they are aware of what is being adapted/added. This also includes possible extra time or modified test versions in Statutory Assessment such as Year 2 and 6 Tests and Year 1 Phonics Testing.



12. What support will there be for my child's overall wellbeing?

At The Manor CE Primary School, we are an inclusive school; we welcome and celebrate diversity. All staff believe that self-esteem is crucial to a child's wellbeing. We have a caring, understanding staff team looking after our children. The class teacher has overall responsibility for the educational, pastoral and social care of every child in their class; therefore, this is always a parent's first point of contact.

In addition, we also have a Family Link Worker, Teresa Mann, who works closely with children and their families. Mrs Mann is able to offer support in a number of areas and is also our trained ELSA.

Plans and Policies are in place for all children to access the curriculum and all other aspects of school life including trips and extra- curricular clubs if children wish to.



13. How will my child be included in activities outside of the classroom, including school trips?

Your child's Special Educational Need or Disability will be taken into account when planning school trips/ camps. Staff will modify activities to include all children; however, it may be necessary to give children a different learning experience from their peers in order to best match their needs. Staff will visit all new camp/trip locations to assess accessibility should there be any physically disabled children in the cohort. Full risk assessments will always be undertaken. Appropriate numbers of staff will accompany children depending on their age and any Special Educational Need within the class. Should a child have an identified need, parents may be contacted to accompany their child on the trip if appropriate.

Medications/asthma inhalers can be administered by staff whilst children are away on camps for longer than one day. Staff will also carry first aid kits and will have parental contact details for all children on the trip/camp. All children are included in all parts of the school curriculum, and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. On the rare occasion that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.



The main school building is one storey. It has three formal hard outside spaces areas and an enclosed playing field and these are fully accessible for wheelchair users. We have an accessible toilet. There are no steps to access the building via the car park, main entrance and playgrounds.

14. How accessible is the school environment?

Equipment to support children is often purchased directly by the school. In the case of a large piece of equipment e.g. a hoist, needed for a particular length of time, we would look to hire or loan it.

Should a child have a visual impairment, the Local Authority may provide visual aids such as magnifiers, books with enlarged print, personal iPads, visualisers etc. The school may have to identify appropriate resources to allow for the physical adaptation of the environment. This allocation will come from the school's delegated budget.



15. How will the school prepare and support my child when transitioning from primary school to secondary school?

Many strategies are in place to enable your child's transition to and from another school to be as smooth as possible. The staff at The Manor would be in contact with the staff at the chosen secondary school to ensure they are made aware of the individual needs of a child. At our main 'feeder' secondary schools, Winterbourne and Brimsham Green Secondary Schools, there is a programme specifically tailored to aid transition for pupils with SEND, or the more vulnerable pupils. We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.

As a parent, you are also welcome to contact your chosen secondary provider and discuss any concerns you may have. Should a child with SEND need an enhanced transition to secondary school, this can be discussed with parents and the schools.

Occasionally, it may be felt that a child's Special Educational Need may not be able to be fully met or that an alternative, more specialised secondary placement should be sought. In this case, in consultation with parents and the Local Authority, the most suitable alternative educational setting will be discussed and

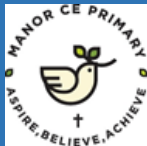
visits can be arranged. Should a child with SEND transfer to an alternative setting, all records and paperwork will be sent on with them.

We liaise closely with pre-school settings, visiting these (wherever possible) before children start school. When pre-school children are identified with SEND, transition meetings are arranged with the pre-school SENDCo, key worker or Early Years Area SENDCo. A clear programme for transition will be developed and organised with parents/carers.

When a child joins The Manor CE Primary School from another school firstly the school will request information about a child from their current/previous school. This will include information around attainment, SEND and more general information that may be important. In addition to this the school will enquire whether there any safeguarding concerns.

Once the school has the relevant information about a child it may be appropriate for the Head teacher and/or SENDCo to contact the child's current/previous school.

This information and communication helps to ensure that any child transferring to The Manor can do so safely and successfully.



16. How will the school support my child when joining The Manor?



17. How are parents/carers involved in the school?

How can I be involved?

Pupil Voice

As a parent, you will be kept informed of all aspects of the decision-making process surrounding a child with SEND. You will be updated through both formal and informal meetings with your child's teacher, through annual written reports, parent partnership evenings and more frequent meetings should your child have an EHCp.

At every stage you will be asked to contribute towards any decisions that are being made about your child's education.

The Manor CE Primary School staff are friendly and approachable. Your feedback and concerns are important as your knowledge is valuable in helping us support your child in school. This partnership will allow your child to achieve and make progress. As a school we pride ourselves on listening and responding to the needs of parents.

We also value the importance of the voice of the child. At The Manor we use a range of tools to obtain pupil voice. These may include All about me profiles, Pupil Passports or The 3 houses.

These tools are intended to:

enable the child or young person to have a voice which is listened to and acted upon

enable the child or young person to give their view on the support they receive

enable the child or young person to identify what help they would like and who from

enable the child or young person to identify and share what is important to them

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| | <p>enable practitioners to build positive relationships and gain a better understanding of the child or young person to best support their needs</p> <p>enable the child or young person to give their views on actions for change</p> <p>enable the child or young person to review what has worked or not worked for them</p> <p>improve outcomes and evidence what differences listening to the child or young person has made</p> |
| <div data-bbox="421 719 562 863" data-label="Image"> </div> <p data-bbox="197 901 775 1002">18. Who can I contact for further information?</p> | <p data-bbox="853 528 2096 863">Contact the school office manorprimary@sgmail.org.uk who will forward your requests or concerns to the appropriate member of staff. If you would like to contact the SENDCo directly then please email manorsenco@sgmail.org.uk If your child has SEND and you are considering whether The Manor CE Primary School can fully support your child's needs, please contact the head of school via the school office who will be able to further discuss what we can provide for your child.</p> <p data-bbox="853 967 2040 1110">For further information about SEND in South Gloucestershire and the council's Local Offer, please follow the link below: https://www.southglos.gov.uk/health-and-social-care/care-and-support-children-families/local-offer</p> <p data-bbox="853 1209 2074 1302">You can access the south Gloucestershire Council website to find out information on local support groups at http://www.southglos.gov.uk</p> |