



SEND Information Report

Manorcroft is an inclusive school, that welcomes and celebrates diversity. It is our hope that the needs of pupils with Special Educational Needs and Disabilities (SEND) are able to be met in a mainstream setting wherever possible. This document outlines the school’s offer to all students, including those with additional needs, and has been produced in line with national legislation including: [Schedule 1 of the Special Educational Needs and Disabilities Regulations, 2014](#) and the [SEND Code of Practice, 2015 Update](#).

Question		Details
1	What types of SEND are provided for?	<ul style="list-style-type: none"> • Our school currently provides additional and/or different provision for a range of needs, including: <ul style="list-style-type: none"> ➢ Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties ➢ Cognition and learning, for example, dyslexia ➢ Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD) ➢ Sensory and/or physical needs, for example, hearing impairments and processing difficulties ➢ Moderate and multiple learning difficulties
2	Which staff will support my child, and what training have they had?	<ul style="list-style-type: none"> • Our SENCo joined the staff team in September 2024 and now has 18 months experience in the role. They continuously undertake training throughout the academic year and will in time, complete the National Professional Qualification (NPQ) for SENCOs. <ul style="list-style-type: none"> ➢ They are employed fulltime and have 5 days to manage SEND provision ➢ They have experience of teaching across the primary age range • All of our teachers receive in-house SEND training, and are supported by the SENCo to meet the needs of pupils who have SEND. • We deliver an ongoing programme of training to meet the needs of the current cohort of children, for example managing anxiety in children with ASD, precision teaching, safeguarding and support with speech and language difficulties. • We have a team of LSAs, including a higher-level teaching assistant (HLTA), who are trained to support SEND provision. <ul style="list-style-type: none"> ➢ LSAs are trained to work alongside our teaching staff to deliver provision carefully matched to individuals’ needs ➢ LSAs may support pupils on a 1:1 basis when the learning is specific only to that child, for example, when working towards personalised speech and language targets ➢ LSAs may support pupils in small groups when there is a shared outcome for all pupils in the group
3	What should I do if I think my child has SEND?	<ul style="list-style-type: none"> • If you think your child may have a special educational need, please speak to your child’s class teacher in the first instance. This message will then be passed onto our SENCo, Mrs Hester, who will be in touch to discuss your concerns. <ul style="list-style-type: none"> ➢ You can also contact Mrs Hester by email at: info@manorcroft.surrey.sch.uk • We will meet with you to discuss your concerns and together we will decide what outcomes to seek for your child, and agree on next steps. A note of what has been discussed will be added to your child’s record.



Question		Details
		<ul style="list-style-type: none"> • If we decide that your child needs SEND support, your child will be added to the school’s SEND register.
4	How will the school know if my child needs SEN support?	<ul style="list-style-type: none"> • We will assess each pupil’s current skills and levels of attainment on entry, which will build on information from previous settings and Key Stages, where appropriate. • Class teachers will make regular assessments of progress for all pupils and identify those whose progress: <ul style="list-style-type: none"> ➢ Is significantly slower than that of their peers starting from the same baseline ➢ Fails to match or better the child’s previous rate of progress ➢ Fails to close the attainment gap between the child and their peers ➢ Widens the attainment gap • This may include progress in areas other than attainment, for example, social needs. • Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. • When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide this by adapting our core offer, or whether something different or additional is needed.
5	How will the school measure my child’s progress?	<ul style="list-style-type: none"> • We will follow the graduated approach and the four-part cycle of: assess, plan, do, review. • The class teacher will work with the SENCo to carry out a clear analysis of the pupil’s strengths and needs. This will draw on: <ul style="list-style-type: none"> ➢ The teacher’s assessment and experience of the pupil ➢ Their previous progress, attainment and behaviour ➢ Other teachers’ assessments, where relevant ➢ The individual’s development in comparison to their peers and national data ➢ The views and experience of parents, where appropriate ➢ The pupil’s own views ➢ Advice from external support services, if relevant • The assessments will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil’s progress.
6	How will I be involved in decisions made	<ul style="list-style-type: none"> • The SENCo will have an early discussion with the class teacher when identifying whether a pupil needs special educational provision. • Where appropriate, we will consult with parents and make sure that: <ul style="list-style-type: none"> ➢ Everyone develops a good understanding of the pupil’s areas of strength and difficulty



Question		Details
	about my child's education?	<ul style="list-style-type: none"> ➤ We take into account the parents' concerns ➤ Everyone understands the agreed outcomes sought for the child
7	How will my child be involved in decisions about their education?	<ul style="list-style-type: none"> • The SENCo will have an early discussion with the class teacher when identifying whether a pupil needs special educational provision. • Where appropriate, we will consult with pupils and make sure that: <ul style="list-style-type: none"> ➤ Everyone develops a good understanding of the pupil's areas of strength and need ➤ We take into account the pupils' concerns ➤ Everyone understands the agreed outcomes sought for the child
8	How will the school adapt its teaching for my child?	<ul style="list-style-type: none"> • We may make the following adaptations to ensure all pupils' needs are met: <ul style="list-style-type: none"> ➤ Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc. ➤ Adapting our resources and staffing ➤ Using recommended aids, such as Chromebooks, coloured overlays, visual timetables, larger font, etc. ➤ Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
9	How will the school evaluate whether the support in place is helping my child?	<ul style="list-style-type: none"> • We evaluate the effectiveness of provision for pupils with SEND by: <ul style="list-style-type: none"> ➤ Reviewing pupils' individual progress towards their goals each term ➤ Reviewing the impact of interventions each term ➤ Discussion with pupils and parents, where appropriate ➤ Monitoring by the SENCo ➤ Using provision maps to measure progress ➤ Holding annual reviews for children with EHCPs
10	How will the school resources be secured for my child?	<ul style="list-style-type: none"> • It may be that your child's needs mean that we need to secure: <ul style="list-style-type: none"> ➤ Specialist equipment or facilities ➤ More Learning Support Assistant (LSA) hours ➤ Further training for our staff ➤ External specialist expertise



Question		Details
		<ul style="list-style-type: none"> • We will consult with external agencies to get recommendations on how best to help your child access learning in school. If extra funding is needed, we may be able to make an application to the local authority for an Education, Health and Care Plan (EHCP): <ul style="list-style-type: none"> ➤ Pupils who need more support than is available through the school’s school-based SEND provision may be entitled to an EHCP. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought ➤ The provision for these pupils will be funded from the school’s notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant) ➤ On the census these pupils will be marked with the code E
11	How will the school make sure my child is included in activities alongside pupils who don’t have SEND?	<ul style="list-style-type: none"> • All our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. • All pupils are encouraged to take part in our overnight/residential experiences. • All pupils are encouraged to take part in sports day/school plays/special workshops, etc. • No pupil is ever excluded from taking part in school activities because of their SEND or disability. • We have an Accessibility Policy (available upon request) which aims to: <ul style="list-style-type: none"> ➤ Improve how pupils with disabilities can participate in the school curriculum ➤ Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided by Manorcroft Primary School ➤ Improve the availability of accessible information to disabled pupils
12	How does the school make sure that the admission process is fair for pupils with SEN or a disability?	<ul style="list-style-type: none"> • The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act, 2010. This includes children with an EHCP, as well as those who do not. <ul style="list-style-type: none"> ➤ In alignment with the Surrey Admission Arrangements, <i>‘Children with an EHCP that names a school will be allocated a place before other children are considered’</i> ➤ For children without an EHCP, provided there is a place available within the appropriate year group, all children will be admitted, regardless of learning ability or need. • If the child is making an in-year transfer from another school, SEND paperwork should be passed on by the feeder school as soon as possible. <ul style="list-style-type: none"> ➤ A meeting may be set up by the SENCo with the feeder school, to discuss provision arrangements and aid a smooth transition for the pupil and their family. ➤ All children with SEND will be closely monitored to ensure that all the appropriate provisions are in place.



Question		Details
13	How does the school support pupils with disabilities?	<ul style="list-style-type: none"> • A copy of the school Accessibility Plan is available upon request. It includes details on: <ul style="list-style-type: none"> ➤ How pupils with disabilities can participate in the school curriculum ➤ How we are improving and maintaining the school’s physical environment to increase the extent to which pupils with disabilities can take advantage of the education, benefits, facilities and services on offer ➤ How we are improving the availability of accessible information to pupils with a disability ➤ The steps we have taken to prevent disabled pupils from being treated less favourably than other pupils ➤ The facilities we provide to help disabled pupils access the school, including the provision of auxiliary aids and services • For further details, on how we ensure all pupils have access to a broad and balanced curriculum, and are encouraged to participate fully in school life, please see our Whole School Provision Map. This document is available on the school website.
14	How will the school support my child’s mental health, and emotional and social development?	<ul style="list-style-type: none"> • We provide support for pupils to improve their emotional and social development in the following ways: <ul style="list-style-type: none"> ➤ Pupils with SEND are encouraged to be part of the School Council ➤ Pupils with SEND are encouraged to take on responsibilities around the school, eg. becoming a Classroom Ambassador, supporting younger learners at lunchtime, becoming an OPAL Play Ranger, etc. ➤ We have a trained Emotional Literacy Support Assistant (ELSA) who works with individual pupils on their emotional and social development and receives ongoing training from the educational psychology service termly ➤ Our Behaviour Policy is used flexibly to meet the needs of pupils with emotional and social needs with the aim to increase resilience and self-esteem ➤ We have a zero-tolerance approach to bullying
15	What support will be available for my child as they transition between classes or settings?	<ul style="list-style-type: none"> • To help pupils with SEND be prepared for a new school year we will: <ul style="list-style-type: none"> ➤ Ask both the current teacher and next year’s teacher to attend a handover meeting to discuss the pupil’s needs and the appropriate provision in place ➤ Schedule informal meetings with next year’s teacher towards the end of the Summer Term • We will share information with the new school or other setting the pupil is moving to. Where appropriate, we will agree with parents and pupils which information will be shared as part of this. To help pupils with SEND prepare for a new academic year, we will: <ul style="list-style-type: none"> ➤ Facilitate transition arrangements offered by the next school, for example taster days ➤ Include transition booklets as part of the upper KS2 curriculum, for example, Smart Moves ➤ Where appropriate, staff may accompany parents and/or pupils on visits to future settings ➤ When offered, we will meet with staff from the next setting to create a smooth transition



Question		Details
		<ul style="list-style-type: none"> ➤ When appropriate, we will make transition booklets for pupils with visual aids to support their understanding of the next phase
16	What support is in place for looked-after and previously looked-after children with SEND?	<ul style="list-style-type: none"> • Mrs Hester is the designated teacher for looked-after children and previously looked-after children. <ul style="list-style-type: none"> ➤ We make sure that all teachers, as well as other staff, understand how a looked-after or previously looked-after pupil's circumstances and their special education needs might interconnect, and what the implications are for teaching and learning. • Children who are looked-after or previously looked-after will be supported in a similar way to any other child who has SEND. However, looked-after pupils will also have a Personal Education Plan (PEP). We will ensure that the PEP and any in-school support/ EHCPs are consistent and complement one another. • All looked-after and previously looked-after children are eligible for additional funding provided to improve and close the attainment gap between this group and their peers.
17	What should I do if I have a complaint about my child's SEND support?	<ul style="list-style-type: none"> • Complaints about SEND provision in our school should be made to the class teacher in the first instance. They will then be referred to the SENCo and/or the Complaints Policy if necessary. • The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that the school has discriminated against their children. They can make a claim about alleged discrimination regarding: <ul style="list-style-type: none"> ➤ Exclusions ➤ Provision of education and associated services ➤ Making reasonable adjustments, including the provision of auxiliary aids and services
18	What support is available for me and my family?	<ul style="list-style-type: none"> • The local authority will provide a named EHCP Co-ordination Officer (ECO) for the parents of children with SEND in our school who are applying for, or already have, an EHCP. Our case worker is Sarah Clarke and she can be contacted at: sarah.harrison@surreycc.gov.uk • Surrey County Council publishes information about their local offer on their website: www.surreylocaloffer.org.uk • Other support services include: <ul style="list-style-type: none"> ➤ National Autistic Society - Surrey branch ➤ Place2Be ➤ Mindworks Surrey ➤ Healthy Surrey



Report Agreed: May 2026
Review Date: Summer Term 2027

We have carefully considered and analysed the impact of this plan on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.