

Thank you to the parents who have kindly contributed to this report.

### Our School Vision

At Manadon Vale Primary School, we are a community of active learners.

We will be challenged and inspired on our journey to becoming responsible global citizens of the future.

We take every opportunity to be the best that we can be.

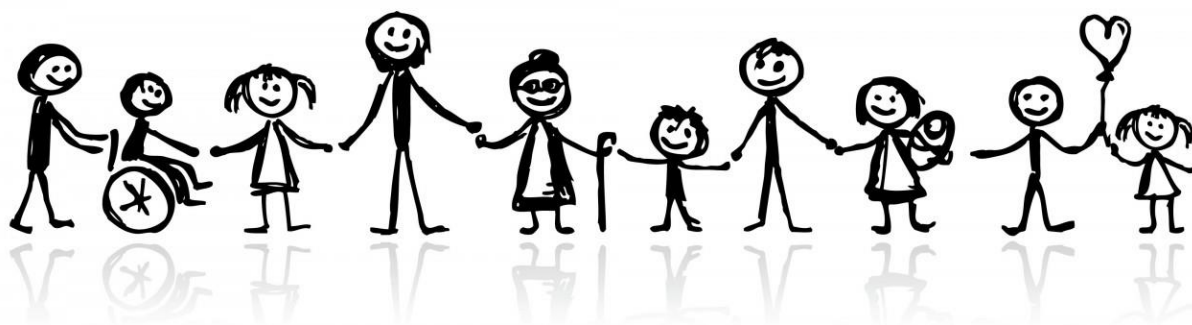
### Our Aims:

1. We are each part of a team, collaborating to achieve our best.
2. We will be resilient, learning from our mistakes and life's challenges, never giving up and seeing things through.
3. We will encourage our natural curiosity, finding out about ourselves and exploring the world around us.
4. We will understand how to keep our bodies and minds happy, healthy and safe.
5. We will each reflect on our learning and take pride in all we do.

### **What is a Special Educational Need (SEN)?**

The Special Educational Needs and Disability Code of Practice: 0-25 years (May 2015) defines SEN as: "A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools."



**There are four areas where a pupil may have a difficulty which means they have a SEN, these are:**

- Communication and Interaction - this area includes speech and language difficulties and social communication difficulties including Autism.
- Cognition and Learning - this is when a pupil is learning at a slower pace than other children within their year group.
- Social, Emotional & Mental Health Difficulties - this includes children with mental health needs, ADD (attention deficit disorder), ADHD (attention, deficit, hyperactivity disorder), attachment disorder or other challenging behaviours.
- Sensory & Physical Needs - this includes children with hearing difficulties, visual impairment, mobility/physical difficulties or disabilities and sensory processing difficulties.

**A child may have difficulties in one or more of these areas.**

**Who is responsible for the pupils with SEND at Manadon Vale Primary School?**

At Manadon Vale, all teaching staff are responsible for teaching every child in their class including those with SEND.

### **The SEND Team**



Mrs Ruth Kimberlee is the Special Educational Needs Coordinator (SENDCo) and can be contacted through the school office or by email at [rkimberlee@mvps.org.uk](mailto:rkimberlee@mvps.org.uk). Mrs Kimberlee is an experienced class teacher and has completed the Postgraduate Qualification in Special Needs Co-ordination.

Mrs Sarah Howe is the school's Pastoral Worker. She is responsible for providing pastoral support to pupils under the direction of the SENDCo. She has completed the Emotional Literacy Support Assistant (ELSA) training programme, is a Drawing & Talking practitioner and has completed Trauma Informed Schools (TIS) training. Mrs Howe previously worked as an SEN class teacher and has a background in supporting various special education needs.



As well as being Manadon Vale's Deputy Head Teacher, Mrs Vanessa Chidgey is the school's Designated Teacher for Looked After Children (LAC) and Previously Looked After Children (PLAC). She will attend any additional meetings that may be held for LAC or PLAC and works closely with the SEND team to ensure that pupils have the support that they need. She can be contacted on [vchidgey@mvps.org.uk](mailto:vchidgey@mvps.org.uk).

## Who else can provide support and advice for my family?



Mrs Jo Stapleton is our Family Support Advisor (FSA). She can be contacted through the school office or by email at [jstapleton@mvps.org.uk](mailto:jstapleton@mvps.org.uk).

Further advice and information for parents can be provided by PIASS (Plymouth Advice and Support for SEND) <http://www.plymouthias.org.uk/>.

They are an independent organisation and are able to support by:

- Attending meetings
- Helping with reports, letters and any paperwork
- Providing information about relevant groups or organisations
- Visiting schools to help with making informed choices.
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## How do the staff at Manadon Vale Primary School identify children who have special educational needs?

- Class teachers will identify any pupils who may potentially need extra support in specific areas through daily observation of the children's learning, internal assessments and end of term tests.
- When a teacher has a concern, they will discuss this directly with the SENDCo.
- Teachers regularly attend meeting with the SENDCo to discuss any concerns that they might have about pupils and are responsible for reviewing support and provision provided.
- In addition, the progress of all children is reviewed on a termly basis at Pupil Progress and Target Setting Meetings. During these meetings any children who are not making progress or have made slower than expected progress are identified, so that future support can be planned for them.
- All additional support and interventions (extra group or individual sessions) are reviewed every 6-8 weeks to make sure progress is being made.
- Parents can contact the class teacher or SENDCo about any concerns they may have about their child.
- Children who feel that they have emotional or social needs can drop in to see our Pastoral Worker Mrs Howe to share their worries and anxieties.
- Other professionals working alongside the family or child may alert the school.

## How will the school let me know if my child has special needs?

- The class teacher will talk to you if we identify any concerns.
- Concerns will be shared with you at Parents' Consultation Evenings.
- You will be invited to a meeting with any relevant staff.

- If it is necessary, then an Individual Education Plan (IEP) will be created detailing your child's needs, desired outcomes and the support or interventions necessary for your child to achieve those outcomes.
- IEPs are co-produced, which means that parents/carers and pupils are given the opportunity to share their views, and the plan will also include suggestions on how to support a child's progress at home. Parents/carers are invited into school regularly to review the plan and discuss progress made.
- A small number of children may also require an Educational Health Care Plan (EHCP). The SEND team will work closely with parents and carers to discuss this process in detail if it is applicable.

### **What support is available for children with special educational needs in our school?**

- All teachers have the highest possible, yet realistic expectations of all children. They are responsible for the teaching and learning of all children in their class.
- Teaching is personalised and built on what your child already knows, can do and can understand.
- Resources are personalised for the child.
- Small group work or individual work for:
  - English (reading and writing)
  - Maths
  - Social skills
  - Gross and fine motor skills
  - Emotional literacy support (managing emotions, self-esteem, friendship, anxiety and bereavement)
  - Speech and Language work.

### **What help from other agencies outside of school can Manadon Vale Primary School access?**

The school has access to a range of external agencies that can provide additional support or advice in order to meet the child's needs. You will always be consulted before a referral is made. Parents can also seek advice from the school about any referrals they would like to make.

These agencies include:

- Multi-Agency Support Team (MAST) - Plymouth Excellence Cluster
- Communication Interaction Team (CIT)
- Speech and Language Service (SALT)
- Educational Psychologist (EP)
- Woodlands Outreach for children with physical difficulties
- Plymouth Advisory Team for Sensory Support
- Child and Adolescents Mental Health Service (CAMHS)

More information about the **Local Authority's Local Offer** for children and young people with SEN and their families as well as the above services can be found on the Plymouth Online Directory (POD) - [Plymouth Online Directory - Plymouth Online Directory](#)

### **What training do the Manadon Vale staff have around SEN?**

- All members of the school staff are trained and supported to improve the quality of teaching and learning for all children, including those with SEND. This includes whole school training on SEN issues, such as communication and interaction concerns, Autism Spectrum Condition (ASC), speech and language difficulties and specific learning difficulties and also how to help children with social, emotional and mental health needs.
- All teaching staff have undertaken Trauma Informed Schools (TIS) training.
- We regularly refresh our knowledge through In-Service Training (INSET) sessions.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. We can also refer to advisory teachers who can visit and train the relevant staff if there is a child in the class with specific needs.
- Our SENCo is a qualified teacher who has the skills and experience required to work with and support staff and children who have SEND. She has completed the Postgraduate Qualification in Special Needs Co-ordination. Our SENDCo attends termly SENDCo updates from the Local Authority.

### **How do parents/carers and children with SEN share their views and concerns?**

- We value the relationships we have with parents and recognise the importance of working together to secure the best possible outcomes for all children. Teachers and Teaching Assistants are available at the end of every day to discuss any concerns or to book a meeting.
- We have regular parent consultation meetings with class teachers where targets, support arrangements and progress are discussed.
- Individual Education Plans (IEPs) are reviewed with parents and children at least twice per year.
- Annual Reviews are held for children with an EHCP (Education, Health and Care Plan). Some children with an EHCP may also be invited to take part in a Person-Centred Planning (PCP) meeting as part of their transition to secondary school.
- Children's views are heard at School Council meetings and through Pupil Voice interviews.
- Children are supported in participating in their Team Around Me (TAM) meetings.

- Parent views are collected through surveys and questionnaires.

### **How will the school evaluate the effectiveness of provision for children with SEN?**

- The effectiveness of SEN provision is monitored throughout the year.
- Children's progress against their targets on their Individual Education Plan (IEP) is monitored by the class teacher, parents/carers and SENDCo.
- In addition, the Headteacher, SENDCo and members of the School Leadership Team will monitor the progress children with SEND are making in reading, writing and maths on a termly basis. Alongside this, they will look at the how successful the SEN provision has been in securing this progress.
- For children in Foundation Stage, progress will be monitored throughout the year by the class teacher, Foundation Stage Leader, SENDCo and School Leadership Team using the Foundation Stage Curriculum. Some children will also have an Early Years Developmental Journal (as required).
- Regular checks on written work and lesson observations will be carried out by the SEND team and other members of the School Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

### **How accessible is the school for my child with SEN?**

The school is fully compliant with Disability Discrimination Act (DDA) requirements and is on a split-level with easy access, lifts and double doors. There is a disabled toilet. We ensure that wherever possible, equipment used is accessible to all children regardless of their needs. After-school provision is accessible to all children, including those with SEN. Extra-curricular activities are accessible for children with SEN.

Manadon Vale's accessibility plan is available at  
<http://www.manadonvale.plymouth.sch.uk/policies/>

### **How will you support my child's emotional and social development and mental health needs?**

We provide a wide variety of pastoral support for all children. This includes:

- All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support this development.
- Our staff are always alert to any child who seems unhappy, including at playtime and lunchtime and will report to the class teacher if they are concerned. A member of staff will listen to your child and the class teacher will consult with parents.
- Our Pastoral Worker is available to listen to your child if they have any undue concern in school.
- Our Family Support Advisor is available to listen to any concerns that you may have about your child's happiness and well-being. She can liaise with the class teacher or the Pastoral Worker on your behalf.

- Your child can access our emotional literacy support programme, which involves specific interventions and nurturing support to support the development of emotional and social skills.
- Our playtime group supports children in building social confidence and playing co-operatively, supervised by our Pastoral Worker.
- Our lunchtime support provides the opportunity to eat in a small, supervised group followed by outdoor play with a Play Leader.

### **What happens when my child moves from class to class or to another school?**

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

#### If your child is joining us from another school:

- The SENCo will visit pre-school settings with the Foundation Stage Leader when appropriate. Some children may require an Enhanced Transition Plan, which ensures that staff can plan ahead for individual needs.
- If your child would benefit from having a 'transition book' to support them to understand moving on, then one will be made for them.
- Your child will be able to visit our school and stay for a taster session, if this is appropriate.
- Parents can contact the school to arrange to meet with the SENCo.

#### If your child is moving to another school:

- We will contact the school SENCo and ensure that they know about any special arrangements or support that may need to be made for your child. Where possible, a planning meeting will take place with the SENCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would benefit from a 'transition book' to support them in understanding moving on, then one will be made for them.
- Additional visits to the school may be arranged.

#### When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. IEPs will be shared with the new teacher. Support staff meet together to pass on detailed information about the needs of individual children in their care.
- If your child would benefit from a 'transition book' to support them in understanding moving on, then one will be made for them.
- Parents may be invited to meet with the new class teacher, prior to their child moving class, to allow them to share their understanding of their child's needs.

### **Who can I contact if I am not happy with the support my child is getting?**

- You can talk to your child's class teacher.
- You can meet with the SENCo.
- You can meet with the Headteacher.
- You can meet with our Family Support Adviser.

- If you feel you need to make a complaint, then a copy of our complaints procedure can be obtained from the school office.

Reviewed October 2023

Ruth Kimberlee