



1	The kinds of special educational needs that are provided for	<p>Manby Lodge is an inclusive mainstream school. There is an emphasis on 'Quality First Teaching' so staff are able to cater for learners who may have difficulties with:</p> <ul style="list-style-type: none">- Cognition and Learning- Communication and Interaction- Social, Emotional and Mental Health,- Sensory and/or Physical <p>Once a need has been identified the school will match relevant provision to the need, in order to support the child. Support may take the form of additional resources, a change in the environment or this may be adult support on a 1:1 basis or working in a small group. Intervention is monitored and the impact evaluated. If a child has made progress then the intervention will stop but the children will be monitored to ensure progress continues. If little or no progress has occurred then further individualised support will be put in place. Impact evaluation is shared with all stakeholders including parents.</p> <p>We have a member of staff trained as an ELSA (Emotional Literacy Support Assistant) to provide playground support for children with play or friendship difficulties, and who may also work in small groups to provide more targeted needs.</p>
2	Policies for identifying children and young	At Manby Lodge we follow the process of Assess, Plan, Do, Review in which parents/carers are

	<p>people with SEND and assessing their needs, including the name and contact details of the SENCO.</p>	<p>involved wherever necessary. We track the progress of all learners in core subjects continuously, and every half term, pupil progress meetings take place where the overall development of the child is discussed. The child's data is used to plan any appropriate intervention. If children are identified then class teachers will discuss the nature of this support with parents / carers. We have an open dialogue with parents and they are encouraged to speak to their child's class teacher about any concerns they have about their child's progress or attainment. The SENCo can attend these meetings if requested by the parent or class teacher. Within school we have some in-house expertise in teaching and supporting children with special needs.</p> <p>The SENCO is Miss Katie Giffin, her email is: katie@manby-lodge.surrey.sch.uk</p>
<p>3</p>	<p>Arrangements for consulting parents of children with SEN and involving them in their child's education.</p>	<p>We encourage an open dialogue with parents and they are welcome to speak to their class teacher or SENCo should they have any concerns about their child. Once a pupil is on a Pathway Plan, parents are invited in half termly to review their child's progress against their targets. If it is deemed appropriate that advice and support will be sought from outside agencies or a specialist teacher, then parental consent is sought.</p> <p>If a specialist teacher has been involved, the parents are invited in to discuss progress or new targets the child needs to work on. Parents are also given a copy of the report that any specialist teacher or agency write.</p> <p>Parents are encouraged to take an active role in school supporting the children in class or as part of the Friends of Manby Lodge. All parent helpers must have an up to date DBS check which is processed through the school office. At the start of each academic year the head teacher runs a parent volunteer meeting where expectations and procedures are explained. We hold meetings throughout the year to keep parents informed of any curriculum developments and strategies they can use to support their children.</p>

4	Arrangements for consulting young people with SEN and involving them in their education.	Wave 1, Quality First teaching is defined in our school. It is expected that all staff (including supply teachers) deliver this. If additional support is needed for an individual then this is put in place after consultation with the parents and the SENCo. Again, we follow the Assess, Plan, Do Review, and if at the first Review stage, the child has still not made appropriate progress then we will fill out a One Page Profile with the parent/carer. These are completed in consultation with the child (as much that is appropriate to their age) We feel it is important to have the views of our learners so they feel they are involved with their learning and progress.
5	Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of the assessment progress.	During our Assess, Plan, Do, Review process we look at the actions needed to support a learner towards their outcomes and highlight what needs to be accomplished at home and school to support the child. During the pathway plan process, the child is involved where appropriate for their age. Every half term, the class teacher and the SENCo will review the targets on a child's Pathway Plan, and if they need to be updated or changed then the parents and child are invited to be part this part of this process. If an outside specialist teacher is involved, they review a child's progress termly and parents are invited in to these meetings. These meetings will then contribute targets to the child's Pathway Plan which will be shared with the child in a meeting with their parent.
6	Arrangements for supporting children between phases of education and in preparation for adulthood.	We have established induction programs in place both for new joiners in reception and for those children moving on in year 2. Once a place has been offered the reception team endeavour to visit as many pre-school settings as possible to meet the children and discuss their needs with the pre-school teacher. Where a child has a special need both a member of the reception team and the SENCo would visit. We also invite the parents of SEN children to attend a meeting with the SENCo to discuss particular needs before the child starts school. New pupils are invited to attend a story morning and there is also the opportunity for a parent/teacher meeting before the child starts school. At the end of year 2 pupils at Manby

		<p>Lodge go to many different junior settings. All pupils are invited to visit their new school during the last half of summer term and many of the school's also send their teachers to meet the children within our environment. Our SENCo will discuss the individual needs of SEN children with the SENCo from the receiving school to make sure transition is as smooth as it can be. A copy of all paperwork is sent to the new school including an up to date Pathway Plan.</p>
7	<p>The approach to teaching children and young people with SEND.</p>	<p>At Manby Lodge we expect all teachers to teach Quality First Teaching as part of our Wave 1 provision. We fully differentiate the curriculum to ensure all children are challenged and achieve to the best of their ability. Children who have been identified as having SEND will also have a Pathway Plan which details their personal targets and support. Any adult that works with this child will be aware of their targets. As part of our Wave 2 provision, we run phonics and Numicon intervention groups and 1:1 support outside of the classroom to boost children's learning where appropriate.</p>
8	<p>How adaptations are made to the curriculum and the learning environment of children and young people with SEN.</p>	<p>Once a need has been identified the school will match relevant provision to the need, in order to support the child. Support may take the form of additional resources, a change in the environment or this may be adult support on a 1:1 basis or working in a small group.</p> <p>When a pupil with a specific individual need starts the school we meet with the parents to determine the best resources and environment for their child. Any adaptations to the classroom and curriculum would then be applied if this is deemed appropriate.</p> <p>We have an Accessibility Action Plan in place and this is reviewed and updated annually by the governing body. All new buildings in school are wheelchair accessible and we have a portable ramp for use in other buildings. There are 2 disabled toilets within school. Changes in height on the ground are highlighted with a yellow stripe.</p>

<p>9</p>	<p>The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured.</p>	<p>Some of our staff are trained in specialist areas in order to support children with particular needs e.g. speech and language difficulties. All staff are trained in behaviour management and we have a range of strategies in place as part of our wave 1 provision to support children with a wide range of needs. As part of our regular continual professional development, staff are given opportunities to update and enhance their skills. We have links with a variety of outside agencies and we work together with them to ensure all pupils are able to access the curriculum and make progress in line with their peers.</p> <p>The acquisition of new skills to support children is considered important and this is included in our professional development programme for both teachers and support staff. SEN is discussed regularly in school and there are opportunities for staff to discuss individual pupils and get advice and support from others.</p>
<p>10</p>	<p>Evaluating the effectiveness of the provision made for children and young people with SEND</p>	<p>We review the needs of the learners within the school and endeavour to put in place provision in order to cater for their need. Teachers are encouraged to reflect on their teaching and learning practise to ensure that any provision put in place for children with SEND is appropriate. Wave 2 intervention teaching assistants have been trained in that particular area (e.g., phonics, Numicon, ELSA) and follow a structured planning and assessment timetable. The intervention TA, Intervention Leader and the SENCo review the effectiveness of these interventions on a termly basis. The provision management tool is also being used to measure the impact of the intervention in terms of progress of the child, but also the finance used in providing the intervention. Each year we will review the needs of the cohort and see if there is a change in need. If so, decisions are made as to whether any additional interventions or support be put in place.</p> <p>The head teacher, governors and bursar oversee all matters of finance relating to the school.</p>

		<p>Our finances are monitored regularly and we utilise resources to support the strategic aims of the school as well as individual learner needs. If specialised resources are needed to support a child then the school will work with parents and outside agencies to provide these where possible.</p>
11	<p>How children and young people with SEND are enabled to engage in activities available with children in the school who do not have SEN.</p>	<p>Our school policy is that all pupils will be included in all aspects of the curriculum. When working outside of the classroom (within the school grounds) resources and accessibility are carefully considered and any special need is planned for. When organising school visits staff carry out a comprehensive risk assessment and ensure that all activities are accessible to all pupils'. We adhere to all adult to child ratios and will take extra adults if this is deemed necessary. If appropriate we also include parents in the planning process and include them in any decisions about the special needs of their child.</p>
12	<p>Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the view of the children with SEN and measures to prevent bullying.</p>	<p>Manby Lodge has an excellent standard of pastoral support. Children feel safe at school and all staff take an active role in encouraging children to be the best that they can be. We have a well established behaviour system based on 6 golden rules. Children are rewarded for following these and there are consequences for making the wrong choice. We run both a school council and an eco council in order for children to have a voice and say in the running of the school. We are a values school and values are at the heart of our school ethos. Values education is embedded in our curriculum and is used to teach the children how to make the right choices as well as how to be a well-rounded, good person.</p> <p>We have a zero tolerance approach to bullying in the school. Our Values curriculum and our weekly SEAL circle times look to develop social and emotional well- being. The children in our school recognise they have got an adult to talk to in their class if they need help, but we also have Worry Monsters in our classrooms which provide children with a means of sharing any problems or worries they may have if they feel unable to talk to an adult.</p>

13	<p>How the school involves other bodies, including health and social care bodies local authority support services and voluntary sector organisations, in meeting children's SEND and supporting their families.</p>	<p>At Manby Lodge we endeavour to develop the child as a 'whole' which may mean involving outside agencies where appropriate. As part of the Pathway Plan process, we hold meetings where professionals from outside agencies are invited to attend. If a child is recommended for outside support from a specialist teacher or agency, parental consent will be sought before any referrals are made.</p> <p>We have strong links with a variety of outside agencies and we work together with them to ensure all pupils are able to access the curriculum and make progress in line with their peers.</p>
14	<p>Who can I contact for further information?</p>	<p>The SENCo is Miss Katie Giffin, and her email address is Katie@manby-lodge.surrey.sch.uk.</p> <p>In the first instance we encourage parents to speak to their child's class teacher if they have concerns. If further help or information is needed then parents may organise an appointment with the SENC. If it is deemed appropriate then the head teacher may also be involved in this meeting.</p> <p>If you have a complaint to make about the school, a copy of the school's complaint procedure can be found on the school website.</p> <p>http://www.manbylodge.co.uk/downloads/140423-AMENDED-Responding-to-Concerns-About-SCC-Schools-Parents,-Carers-and-General-Public-Guidance-2013-2014-1.pdf</p>