



SENCO: Mrs Saffer
If you have any queries please don't hesitate to contact Mrs Saffer on:

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SEND INFORMATION REPORT 2025 - 2026

Reviewed: Spring 2026

Date of next review: Spring 2027

<p>1</p> <p>The kinds of special educational needs that are provided for</p>	<p>Manby Lodge is an inclusive mainstream infant school. There is an emphasis on 'High Quality Teaching' so staff are able to cater for learners who may have difficulties with:</p> <ul style="list-style-type: none">• Cognition and Learning, including difficulty with memory, task organisation, completing tasks, concentration, transferring and applying learning, time management skills, self-assessment skills, information processing skills, letter and/or number recognition and recording, phonic applications, spelling, reading accuracy, reading speed, reading comprehension, learning and application of number facts, organising ideas for writing, developing writing.• Communication and Interaction, including pragmatic skills, receptive language (understanding) and expressive language (words used), attention and listening skills, reluctant talkers.• Social, Emotional and Mental Health, including self-monitoring and regulation skills, self-esteem, attachment and relationship building, anxiety, resilience, self-confidence and self-awareness.• Sensory and/or Physical needs, including fine motor skills, gross motor skills, hearing impairment, visual impairment, sensory processing, visual stress. <p>Some children with medical needs may also have additional needs as above.</p> <p>It is our job to move children on from their starting point, regardless of where that may be. We follow the Surrey Ordinarily Available Provision: https://www.surreylocaloffer.org.uk/practitioners/resources/ordinarily-available-provision and the Surrey Inclusion and Additional Needs offer: https://www.surreycc.gov.uk/children/support-and-advice/local-</p>
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		<p>offer/practitioners/resources/inclusion-offer. We work in partnership with parents and a range of inclusion agencies. Children may have access to Universal Support, School SEND Support, Specialist SEND Support, or Statutory Assessment under a graduated response.</p> <p>Additional information is on our website https://www.manbylodge.co.uk/special-educational-needs-disabilities-send/</p> <p>Our access arrangements include:</p> <ul style="list-style-type: none"> • Disabled friendly entrance into the school, to the school hall, playground, and outdoor learning environments in Reception and Year 1. • A portable ramp for use in other buildings. • Two disabled toilets, one upstairs, one downstairs. • Space and facilities for a lift to enable wheelchair access upstairs if required. • Changes in height on the ground are highlighted with a yellow strip.
2	<p>Policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENCO.</p>	<p>At Manby Lodge we follow the process of Assess, Plan, Do, Review</p> <ul style="list-style-type: none"> • We look at the child's starting point. • We plan carefully for their next steps. • We do what we plan. • We review the impact, and consider next steps. • We involve parents and carers wherever necessary. <p>Monitoring and identification</p> <ul style="list-style-type: none"> • Assessment for learning happens in every lesson throughout the day through observation and feedback. • Data is collected each term, and children identified who we may be concerned about. • Pupil progress meetings happen termly, where we discuss the overall development and progress children have made. • Additional support and interventions are planned for and regularly reviewed. • SEN meetings take place termly, between the class teacher and SENCo • Parents views will be sought and we will endeavour to work in partnership to address any difficulties.

- Other agencies may be involved, offering specialist advice and support.

Transition

- We liaise with Nursery and pre-school settings before children join us in Reception.
- We complete home visits for new Reception children
- We liaise with medical experts and arrange staff training as necessary.
- When children move from Early Years to Key Stage 1, we have a staff handover meeting and a planned transition period for the child where a range of activities will take place.
- When children move from one class to another, a staff handover will take place and there will be planned opportunities for your child to meet key adults and familiarise themselves with the physical environment.
- We make 'transition videos' so that new teachers can introduce themselves and other adults to children with SEND. The classroom, and other important places – like the toilets – are also in the video, so over the summer children can watch the video, with their parent(s) as many times as they want to.
- We have a full and effective transition programme to Cleves Junior school, where most of our children go. We host visits from Year 3 pupils and staff, plan pupil visits to Cleves and share a range of information about the child.

Staff follow a flowchart of actions and stages, before considering whether the child should be identified as SEN and then put on the SEN register. At this stage the parents, teacher and SENCo will be working together.

School contacts

- Your child's class teacher is your first point of contact. They will also contact you if they have any concerns.
- If your child has an EHCP they may have support staff who work closely with them and support them on a daily basis.
- The year group leader has the responsibility for the progress and curriculum of all children within their year group. They may be able to support if the class teacher is not able to.
- The SENCo takes responsibility for the day to day operation and co-ordination of provision for SEN children. The SENCo works closely with staff, parents, carers and other agencies.
- The SEN link Governor has oversight of the schools arrangements and provision for meeting special educational

		<p>needs.</p> <p>Our school SENCO is Mrs K Saffer – see top of document for contact details.</p> <p>Our school SEN link Governor is Mr John Clark who can be contacted through the school office.</p>
3	<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 work in partnership with parents to make sure all children are the 'best they can be'.</p> <p>Feedback and consultation with parents</p> <ul style="list-style-type: none"> • The SENCO runs an annual meeting for parents about SEND to explain school processes and so that parents can ask questions • Two formal parents/teacher consultations are offered (Autumn and Spring term) and targets shared with parents. • Each child receives an annual written report. • There are termly shared learning sessions, where parents are invited into school to participate in lessons with their child. • There are many opportunities for parents to come into school and celebrate their child's learning and successes eg celebration assemblies, Harvest/Christmas celebrations, music and drama celebrations, transition events. • Children with SEN who are on the SEN register will have a SEN Support Plan. • SEN Support Plans are reviewed and rewritten every term and detail interventions, support and outcomes that have been in place to move the child on and what the next steps should be. • Parents are encouraged to contribute to SEN Support Plans and their views are sought through termly meetings. • Where specialist outside agency involvement is necessary, parents will be consulted and referrals completed together where possible. • Where specialists have been involved, parents will be invited to hear findings and feedback, and given a copy of any paperwork received. <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 regular parent volunteers must have an up to date DBS check which is processed through the school office.</p>

		<p>Throughout the year, the Headteacher runs a parent volunteer meeting where expectations and procedures are explained. We hold curriculum workshops throughout the year to keep parents informed of any curriculum developments and strategies they can use to support their children.</p>
4	<p>Arrangements for consulting young people with SEN and involving them in their education.</p>	<p>The children at Manby Lodge are used to thinking about their learning, and we have school wide support for learning behaviours (in the form of 'Learning Animals') that give children a shared language when talking about learning. These are celebrated regularly. The Learning Animals are:</p> <ul style="list-style-type: none"> • Resilience (tortoise) • Resourceful (beaver) • Playing and Exploring (kitten) • Hygienic (pig) • Responsible (penguin) • Reasoning (dolphin) • Reflective (owl) <p>We also have three key expectations in relation to conduct and behaviour at school; safe, ready and respectful.</p> <p>It is important that children with SEN understand their areas of difficulty and strengths. We want to include the views of our learners so they feel involved with their learning and progress.</p> <ul style="list-style-type: none"> • We use simplified and age-appropriate language when speaking to children • We use pictures and visual prompts where appropriate to help gather their views • A one-page profile is completed about the child when they are put on the SEN register. This details how the child learns best, and what can be done to support them. • We constantly speak to children about their learning and behaviour • We communicate with parents to find out what works at home and aim for a consistent approach between home and school.
5	<p>Arrangements for assessing and reviewing children and young people's progress towards</p>	<p>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. Every half term, the class teacher SENCO and parents will review the targets on a child's Support Plan, and if they need to be updated or changed then the</p>

	<p>outcomes, including the opportunities available to work with parents and young people as part of the assessment progress.</p>	<p>parents will receive an updated Support Plan.</p> <p>The school has good links with outside specialists including:</p> <ul style="list-style-type: none"> • Specialist Teachers for Inclusive Practise (STIP) • Autism Outreach Support from Freemantles • Speech and Language Therapists • REMA (Race, Equality and Minority Achievement) support • Occupational Therapy • Education Psychologist consultation line • Mindworks (link worker and referrals) <p>If a referral has been made to a specialist, they will likely come into school and spend time with the child and contribute ideas for manageable targets for the child's SEND Support Plan.</p> <p>If a child has an EHCP (Education Health and Care Plan) there will be an annual review where targets will be reviewed and new targets created with input from specialists, class teacher and parent's views.</p> <p>Parents are encouraged to contact the class teacher or SENCo to discuss concerns or difficulties.</p>
<p>6</p>	<p>Arrangements for supporting children between phases of education and in preparation for adulthood.</p>	<p>We have established induction programs for new joiners in Reception and for those children moving on in Year 2.</p> <p>For children joining Reception:</p> <ul style="list-style-type: none"> • Staff will gather information from Nursery and pre-school, and visit as many as possible • Home-school visits will be arranged • Stay and play and story sessions will be arranged for the child and parents to visit the school setting • Class places will be carefully allocated considering friendship groups and identified needs • All paperwork will be shared from the Nursery setting to the school • Any outside agency advice will be sought as necessary • Parents can contact the SENCo directly to share important information • Parents will be contacted by the SENCo if their child has special educational needs

		<p>For children moving on to Year 3 or moving on mid-year</p> <ul style="list-style-type: none"> • Discussions will take place between our staff and staff from the receiving school, including the SENCo • All paperwork will be sent to the new school • Meetings between the new school, parents and us may be arranged as necessary • A transition programme will be arranged between us and local Junior schools. There will be a range of opportunities for children to visit the new school, make contact and form relationships with staff and pupils at the new school, and visit the setting. • Any outside agency involvement will be shared, and reports sent to the new school.
7	<p>The approach to teaching children and young people with SEND.</p>	<p>At Manby Lodge we expect all teachers to model High Quality Teaching, as part of our Wave 1, universal provision. We plan for adaptations for all children so they are challenged and able to achieve- Children with a SEND Support Plan have personal targets and additional support given. Any adult that works with this child will be aware of their targets. Our Wave 1 (universal), Wave 2 (school SEND) and Wave 3 (specialist SEND) provision maps state the way in which pupils may be supported across the school. Our SENCO is also the Deputy Headteacher and works closely with the Senior Leadership Team, class teachers and support staff to ensure every child is receiving the best support they need to make progress.</p> <p>The Surrey Ordinarily Available Provision details the huge range of adaptations and support that we put in place for children as standard. https://www.surreycc.gov.uk/children/support-and-advice/local-offer/parents-and-carers/education-and-training/a-parent-carer-guide-to-ordinarily-available-provision-in-schools</p> <p>Where necessary, a child with significant needs will have an adapted curriculum. We will look at learning objectives from earlier stages in the child's development, which may not match the chronological year group they are in eg a child in Year 2 may be working on the Early Learning Goals (Reception).</p> <p>We have continuous provision in our Reception and Year 1 classes. Children can independently apply their learning in a variety of ways, in a carefully planned indoor and outdoor learning environment.</p>
8	<p>How adaptations are made to the curriculum and the learning environment of children and young people</p>	<p>Once a need has been identified the school will match relevant provision to the need, to support the child. Support may take the form of:</p> <ul style="list-style-type: none"> • additional resources

	<p>with SEN.</p>	<ul style="list-style-type: none"> • a change in the environment • adult support on a 1:1 basis or working in a small group • peer support • differentiated tasks to ensure access • reading books specifically matched to the child's phonics stage • Use of visual prompts and aids <p>We will make reasonable adjustments to the curriculum and learning environment, to enable the child to participate and make good progress.</p> <p>An alternative provision (Seahorse room) has been developed within the school which offers a learning environment that mirrors an early year's classroom. There is a higher adult: child ratio and totally adapted and individualised curriculum, with a focus on nurture, relationships, and language. Children who use Seahorse room are often overwhelmed and deregulated distressed by the busy classroom.</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 areas. 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>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 inclusion 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. SEND is discussed regularly in school and there are opportunities for staff to discuss individual pupils and get advice and support from others. We ask outside agencies to come into school and provide training for our staff on updated strategies that will support children with specific needs. Our SENCO is an experienced class teacher and continues to attend different training to ensure staff are able to provide the best learning</p>

		<p>experience for all children.</p> <p>During 2020-21, and 22-23 the school took part in an SEN Peer Review programme. In 20-21 the SENCo worked closely with other local SENCos and also had 1:1 consultation time with David Bartram (OBE for services to SEN). The SENCo has also completed the National SENCo Award. Most recently (2024), the Headteacher took part in the SEN Peer Review-and worked collaboratively with local schools. The SENCo attends regular network meetings within the local area.</p> <p>Both the Headteacher and Deputy Headteacher have completed the National Professional Qualification for Headteachers (2020/2021). The Deputy has also recently completed the National Professional Qualification for Leading Culture and Behaviour (2024).</p> <p>During 2024, three members of staff (including the SENCo) have taken part in the Relationships and Restorative Practise whole school project, led by the Surrey STIP team. All staff received training in relation to this.</p> <p>The majority of staff are trauma informed, having attended training led by the Educational Psychology service and STIP team. Specialists who come into school frequently praise the adaptations and provision in place for children, as well as our inclusive nature.</p>
10	<p>Evaluating the effectiveness of the provision made for children and young people with SEND</p>	<p>We regularly review the needs of the learners within the school and the provision we have in place for them. 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.</p> <p>We have a range of staff with specific expertise. Our TA's that lead interventions have been trained and the outcomes from interventions are closely monitored. We regularly review the interventions that are offered, and ensure they have positive outcomes following research and evaluation. We also reflect on current published research including the EEF, Ofsted, and DfE publications for SEN.</p> <p>Our Ofsted report (Nov 2021) recognised the effective provision and high expectations we have for pupils with additional needs in school. A recent external SEND audit (2025) validated all we do in school, with very few next steps noted.</p>

		<p>The Headteacher, Governors and Business Manager oversee all matters of finance relating to the school. 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 and aspiration is that all pupils will be included in all aspects of the curriculum. In some circumstances however, this may not be the case and reasonable adjustments may need to be made. 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 activities are accessible to all children. 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 and nurturing children to be the 'best that they can be'.</p> <p>We have:</p> <ul style="list-style-type: none"> • Relationships and Behaviour Policy, highlights three simple expectations that have been shared with children. We want children to be safe, ready and respectful. • A zero-tolerance approach to bullying in the school. Any allegations will be investigated, and outcomes shared with all involved. • A robust PSHE programme and follow the Jigsaw scheme of wo • Worry monsters in classes so children can share a problem or worry by writing it down. • Staff who are well trained in identifying worrying behaviour in children, including attachment, anxiety, low mood, self-esteem and confidence concerns. • Consistent table seating at lunchtime so children are comfortable and familiar with the dining hall arrangements • Two experienced ELSAs on site (Emotional Literacy Support Assistant). The ELSAs work with individual children, with small groups, support in class, in the playground, and offer advice and ideas to staff and parents/carers. Our ELSAs support children with a range of needs including friendship issues, confidence and self-esteem issues, bereavement, social skills, behaviour needs, anxiety and worries. • Our home school link worker, completes Drawing and Talking with children and offers support for families

		<ul style="list-style-type: none"> • The SENCo regularly consults with our Mindworks link worker (mental health advice) and other agencies <p>We run a Eco themed School Council in order for children to have a voice and consider sustainability and the role the school plays in this. Looking after our planet is important and we want the children to understand this.</p> <p>We also have a Health and Safety policy in place that staff are familiar with. All of our staff are trained on how to use Adrenaline Auto Injectors, asthma medication and the majority of staff have paediatric first aid training. Where children have specific medical conditions, relevant staff will receive training from medical experts e.g. Continuing Care Team. All staff are also regularly trained and updated on safeguarding procedures.</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 holistically, which may mean involving outside agencies. If a child is recommended for support from a specialist teacher or agency, parental consent will be sought before any referrals are made. We have close links with other schools around the area. We have strong links with a variety of agencies, and we work with them to ensure all pupils can access the curriculum and make progress in line with their peers.</p> <p>The SENCo and Headteacher frequently liaise with inclusion agencies including:</p> <ul style="list-style-type: none"> • STIP team – Learning and Language Support and Behaviour Support • Paediatrician • REMA support • Children’s services • Attendance and Inclusion service • Occupational Therapy • Autism Outreach Support (Freemantles) • Physiotherapy • Educational Psychologist consultation line • Mindworks mental health link worker
14	<p>Who can I contact for</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</p>

further information?	information is needed then parents may organise an appointment with the SENCO, Mrs K Saffer. If it is deemed appropriate then the Headteacher may also become involved. 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.
For more information about SEND provision that Surrey has to offer parents please visit https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page	