



Special Educational Needs and Disability (SEND) at Salisbury Manor Primary

Updated Sept 2024

At Salisbury Manor Primary, we believe that all children have an equal right to a full and rounded education which enables them to fulfil their potential. We use our best endeavours to secure special educational provision for children with Special Educational Needs and Disabilities (SEND). In addition, we aim for SEND pupils to achieve the best possible outcomes, and most importantly that they are happy and confident learners. Salisbury Manor is an inclusive Academy and is committed to providing equal opportunities for all children. At Salisbury Manor, there are approximately 10% of children with SEND and these include children with ASD diagnosis, medical diagnosis, learning difficulties and communication delays. All children are provided for and their provisions are adapted appropriately to their needs.

This document reports Salisbury Manor's provision for children with additional and Special Educational Needs and Disability (SEND). It outlines the support which all schools are required to implement as stated in the SEND Code of Practice. The report can be read alongside the school's SEND Policy, which is made available on the school's website.

Key People at Salisbury Manor Primary	
Class Teacher	The class teacher is responsible for the learning of all children including those who have special educational needs. Your child's class teacher may speak with you and arrange a time to discuss concerns about their development. You can also share your concerns during parent teacher consultation evenings or at an arranged appointment.
Teaching Assistants	Some teaching assistants work closely with children who have additional and special educational needs.
Amy Geoghegan	Ms Amy Geoghegan is the SEND Coordinator. She is responsible for coordinating the provision for all children with additional and special educational needs. If you have any questions regarding SEND provision at Salisbury Manor, please contact Ms Amy Geoghegan via SENCO@salisburymanorprimary.org.uk
Patrick Sullivan	Fariha Mughal is the SEND Link Governor. He reports to the Governing Body regarding the SEND provision at Salisbury Manor. The Governing Body is responsible for ensuring the school and the local authority is carrying out its duties as it states on the SEND Code of Practice.
Emily Curtis	Miss Curtis is the Principal. He is responsible for the day-to-day management of provision for children with SEND. He liaises when appropriate with the SEND Coordinator in the management and operation of the school's SEND policy. Miss Curtis is also one of the school's Designated Safeguarding Lead.
The Local Authority	
The London Borough of Waltham Forest (LBWF)	The Local Authority of which Salisbury Manor resides is LBWF. LBWF has a duty to support its local schools, the children and their families. They have a duty to publish their Local Offer detailing the services available for children with special education needs and their families. The Local Offer can be found using the following link: https://www.walthamforest.gov.uk/schools-education-and-learning/local-offer-special-educational-needs-and-disability-send



Families of children with SEND

- Salisbury Manor values your views about how to support your child to reach his or her potential.
- We invite you to meetings to discuss your child's progress and allow you to share your views.
- We encourage you to take part in and consult with you in producing a programme appropriate to meet your child's needs
- We invite and encourage your child to also share their views. They will have an opportunity to assess their own learning, express their concerns and seek support they feel is appropriate for them.
- If your child is Looked After (LAC) and has SEND, you can speak to the designated person for LAC which is Amy Rawlinson.
- We encourage families to make links with family support networks SEND Information, Advice and Support Service (SENDIASS): Waltham Forest
[\(https://www.walthamforestsendiass.org.uk/\)](https://www.walthamforestsendiass.org.uk/)

How we train our staff to support children with additional needs and SEND		
Staff members we train	Who trains our staff?	Knowledge, Skills or Qualifications they obtain
SENDCo	UCL Institute of Education Educational Psychologists Various Therapists and specialists from the LBWF services	National award for SEN Co-ordination Qualification Strategies promoting inclusive practices, assessment of SEND children's needs, identification of needs, determining outcomes and processing Education, Health and Care Plans, Provision Map planning Understanding various complex needs or learning difficulties and delivering strategies to support these
Link Governor	Local Authority	Understanding of the SEN Code of Practice Understanding of responsibilities to support SEND children in schools
Principal	Heads Conferences/Briefings SEND Panel Meetings	Implementing the SEN Code of Practice, Understanding and knowledge of new and current statutory requirements
Class Teachers and Teaching Assistants	Senior Leadership Team SENDCo Various Therapists and specialists	Strategies for inclusive practices, understanding of the needs of children with special educational needs, strategies for differentiating learning, strategies for SEND specific skills



Salisbury Manor delivers a SEND appropriate curriculum by:

- Providing a range of strategies and/or resources to support your child's needs
- Differentiating teaching and learning that sets high, yet achievable expectations
- Carefully planning curriculum to match age, ability, interests and needs of all children
- Rearranging and modifying the learning environment to suit the needs of some or all children
- Pre-teaching concepts and vocabulary in advance of lessons where appropriate
- Offering personalised curriculums to meet individual needs
- Training support staff to be able to adapt the teacher's planning to support the needs of The children
- Seeking additional specialist advice to support all send children to access the curriculum

Salisbury Manor ensures all children have the following access:

- The ground floor is accessible to those with physical disabilities
- Ramps into buildings
- Walkie-talkies to enable rapid responses from our full-time pastoral support team
- Alternative gate access for children with significant needs
- There is a disabled toilet with a shower on the ground floor
- All equipment is accessible to all children regardless of need
- To opportunities to compete and represent the school in sporting competitions
- A sensory room
- A thrive room
- A therapeutic learning room
- All P.E lessons and sporting events are accessible for children with physical needs and considered with sensitivity
- Extra-curricular activities and after-school clubs are accessible to children with SEND. Pupils requiring 1:1 support during clubs may need additional resources to access clubs – please see the SENDCo to enquire further.

Graduated steps to supporting our children with additional needs and SEND

Stage of support	What the support looks like	What happens when the support is unsuccessful
<p>Step 1: Universal – Quality First Teaching</p>	<p>All children are provided with:</p> <ul style="list-style-type: none"> • High quality teaching and learning in class • To include adaptations to match learning needs • All children benefit from high quality teaching 	<p>A child moves to Step 2 when he or she makes limited to no progress. The child and the family are consulted and decisions are made for the child to receive additional support outside of the classroom.</p>
<p>Step 2: Targeted – Additional Interventions</p>	<p>Children are monitored at this stage by:</p> <ul style="list-style-type: none"> • Running a six to eight-week intervention programme • Assessing their baseline and measuring their progress – reviewing the programme and adapting accordingly • Encourage children and the families to share their successes and concerns 	<p>A child moves to Step 3 when he or she makes limited to no progress despite additional support outside of the classroom. External consultation with specialists is required to consider other pathways for your child.</p> <p>Your child is added to the SEND Register</p>

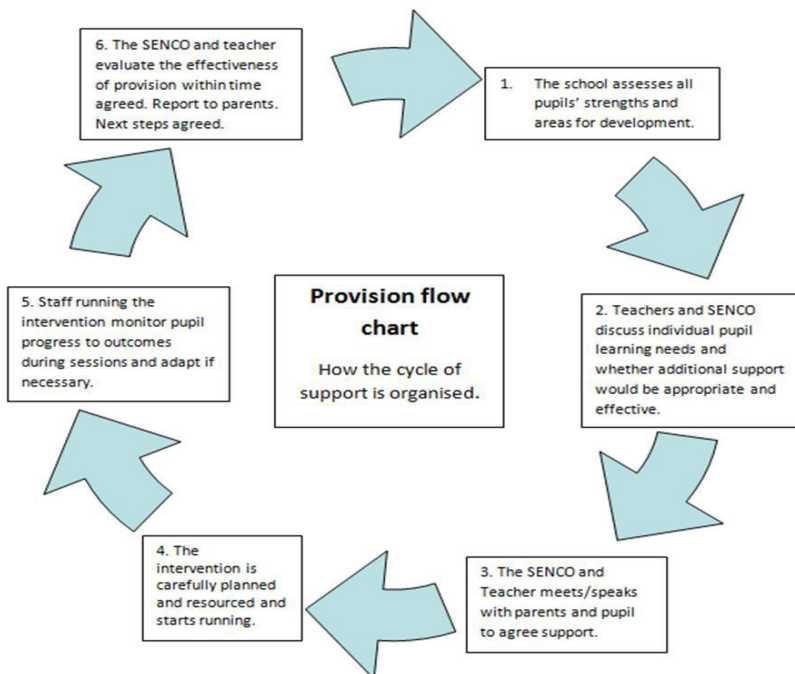


<p>Step 3: Specialist Interventions</p>	<p>Children may receive:</p> <ul style="list-style-type: none"> • Outside specialist provision • Referrals to services prioritised by the Academy • Request for an Education, Health and Care Plan (EHCP) 	<p>A small percentage of children with significant needs may require an Education, Health and Care Needs Assessment (EHCNA). See Step 4.</p>
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	EHCNA Process	EHC Plan
<p>Step 4: Specified Individual support</p>	<p>Once an EHC Needs Assessment (EHCNA) has been approved by the Local Authority (SEND Panel):</p> <ul style="list-style-type: none"> • in consultation with the family and the child outcomes will be produced • the Academy and professionals will give advice regarding appropriate specific support for the child to the local authority • specific resources, budgets and interventions will be named by the local authority 	<p>Once the Education, Health and Care Plan is finalised:</p> <ul style="list-style-type: none"> • Your child is added to the SEND Register as having an EHCP • a transition programme to settle your child into the plan and the Academy will be actioned by the SENDCo • begin positive collaborative relationships between families, child, Academy and professionals • training all relevant staff with skills related to EHCP • plan for an annual review meeting

Salisbury Manor staff will support your child to make required progress by:

- ensuring appropriate teaching and support in order to for your child to fulfil the best possible outcomes
- ensuring that thorough plans or in some specific cases, a Learning Plan or Behaviour Plan may be drawn up in consultation with you and your child, which will set out details of strategies, resources and programmes individual to your child's needs
- consulting and working with external agencies and specialists during planning and reviews of your child's programme



We will help families to support their children's learning by undertaking:





Measuring the impact of our support

- your child's progress will be assessed in terms of his/her learning and starting point
- your child's progress will also be assessed with regard to specific interventions and provision
- the effectiveness of the support is reviewed regularly
- ensure individual outcomes have been achieved
- we will continue or research further interventions, if required to meet outcomes more effectively
- when your child completes interventions, which are proven effective but have not made adequate progress, the SENDCo will seek for more specialised support
- through regular meetings, you and your child will be kept informed and encouraged to be actively involved in all stages of this support (some meetings will be standard parent-teacher conferences and others will be review meetings)

Salisbury's Provision Map to support children with additional needs and SEND

These interventions can change termly or annually based on the needs of the children and the additional support we are able to obtain from the Local Offer. Children with EHCPs have their specific provision as stated in their plan but they can also receive the interventions below.

Intervention	Description of Intervention
	How we develop skills in social, emotional and mental health and well – being of pupils with SEND
Thrive	Thrive is a therapeutic approach to help support children with their emotional and social development. Differentiated provisions and practical strategies and techniques are put in to place by trained practitioners and adults working closely with the child or young person. By using Thrive's online assessment tools, adults can quickly identify children's emotional development and provide support and action plans for their individual and behavioural needs
Social skills programme	Social skills is an anger management course that is a 10 part programme. It can be taught to whole classes, small groups or just to individuals. The aim of the program is to look at how to get on best with people especially when things go wrong, to learn the best ways of dealing with being angry and to learn what happens to our body. The program also provides pupils an opportunity to boost their self-esteem using the techniques taught throughout the course.
Place 2 Be	Child-led counselling to improve emotional wellbeing and provide mental health support for children with SEMH needs
Pastoral Support Officer	The Pastoral Support Officer works with individuals, small groups or families in supporting their emotional and mental health wellbeing.

Intervention	Description of Intervention
	How we develop skills in communication and interaction
Attention Autism (Bucket Therapy)	This is an approach that aims to develop natural and spontaneous communication skills in children with autism through the use of visually based and highly motivating activities.
Lego Therapy	This aims to develop social communication skills such as sharing, turn-taking, following rules, using names and problem-solving. Children work in groups of three with each participant having a distinct role to build a Lego model collaboratively.



Social Stories	This is a communication tool. The stories are short descriptions of a particular situation, event or activity, which include specific information about what to expect in that situation and why.
Visual Supports	Visual support is a communication tool, which can help provide structure and routine, encourage independence, build confidence, improve understanding, avoid frustration and anxiety; and provide opportunities to interact with others. Visual supports can take the form of a visual timetable or a now and next board.
Speech and Language Therapist (SaLT)	The school works with a Local Authority speech and language therapist, who works closely with the SENDCO in determining whole school support in the areas of communication and language development to enhance the teaching and learning. Together with teachers and parents, s/he observes and assesses children with speech, language and communication needs; and advises or leads on therapies appropriate for the child.

How we ensure children with physical/sensory and medical needs have fair access	
Individual Healthcare Plans	Children with medical needs have individualised plans to support them in accessing the curriculum, the school facilities, therefore they are a full member of the Salisbury Manor community. These are developed and reviewed regularly with the children and families.
PEEP forms	Planned and personalised evacuation procedures for pupils with physical/ sensory and medical needs
Risk Assessments	Children with medical needs and disabilities have risk assessments. These are developed with the children and families. They are reviewed by the families and the SENDCO annually.
Sensory Circuits	Sensory Circuits is a sensory motor skills programme that helps children and young people become more organised and achieve the level of alertness they need to help them prepare for the day's learning.
Gross Motor and Fine Motor breaks	Individual or small group sessions to help develop children's gross and fine motor skills. These sessions are led by Teaching Assistants who receive annual training to refresh skills. Breaks are also held during class time as a whole class practice.
School Nurse	The school nurse visits regularly to screen children's medical health. He/ She monitors children identified and communicates this to the Safeguarding Lead and the SENDCO. He/ She also supports the school to link with other health professionals relating to the Dental hygiene health checks, as well as the Nasal Flu Vaccinations.
How we support improvements in cognition and learning	
Maths and English Catch up groups	Teachers and Teaching assistants run these groups. Children are identified as having gaps in their learning and lessons are therefore modified to re-engage children to access the learning.
Maths Tutoring	A tutor works with children identified as having gaps in their learning in small groups to help them catch – up.
Online Strategy	Pupils have a personalised digital learning plan which targets specific areas which have been identified as barriers to their continued learning and progress.
Additional phonics	Trained Teaching Assistants run additional Read Write Inc lessons for Key Stage 1 pupils as well as a number of low attaining readers in Key Stage 2 who may require support in decoding and spelling.
After school reading tuition	Tutors work with children who are working below expected standards in reading to accelerate their progress
Consultation with Educational Psychologists (EP)	The SENDCO will consult with the EP with regards to children who is demonstrating limited or no progress. An observation, assessment and joint school family consultation will often take place.
SEND SUCCESS	Termly support from professionals at SEND SUCCESS to offer support, advice and to screen pupils for dyslexia and ADHD



Moving Schools

If your child is joining us in Reception, at the start of a school year or in the middle of the school year:

- Your child's new teacher and SENDCo will arrange time to discuss with his or her previous school/Nursery the best support for you child
- Your child's new class teacher will develop an individualised programme to welcome him or her to Salisbury Manor Primary.
- The new class teacher and our SENDCo will monitor this transition and will go through our procedures (see table called **Graduated steps to supporting our children with additional needs and SEND**)
- If your child has an **EHCP**, our SENDCo will arrange a meeting with his or her team of professionals as well as yourself to develop an individualised transition plan.

If your child is already settled at Salisbury Manor, when he or she moves on to the next year group:

- Resources, strategies and information will be passed to the new teacher
- Scheduled visits to new classrooms will be planned to meet the new teacher and experience the environment
- If your child has an **EHCP**, our SENDCo may arrange a meeting with his or her team of professionals as well as yourself to develop an individualised transition plan.

If your child is moving on to a Secondary school or another Primary school setting:

- Our SENDCo will arrange a time to discuss your child's support programme with the new setting and their SENDCo
- A member of the new setting, normally a SENDCo, may visit Salisbury Manor and meet your child, then have a discussion with the current class teacher and SENDCo
- Your child will be invited to visit the Secondary school

Admissions for children with an EHCP

Once you have named our schools as one of your preferred choices in your child's plan:

- The Local Authority will send the school copies of the child's most recent EHCP which outlines the child's needs.
- The Local Authority will consult with the school to determine whether the school can meet the child's needs.
- The school will invite the family to visit the school and speak with the SENDCo. We strongly encourage this visit as it will allow us the opportunity to meet and discuss any questions and concerns you want to address. In addition, it will allow you to determine whether we are the appropriate school for your child. The process will therefore allow you to make an informed decision.

Please follow this link to gain more information on the Local Authority's Admissions Policy:

<https://www.walthamforest.gov.uk/content/applying-primary-school-place>

Admissions for children with additional needs and SEND

If your child has additional needs or has SEND but no EHCP, please apply via the local authority route's normal admissions procedure. We still strongly encourage you to visit the



school to have the appropriate discussions about your child's needs and help you determine the suitability of the school to support your child.

When things have not worked out as you hoped

- Please speak to your child's class teacher in the first instance, we find this is the most effective approach as your child's class teacher know your child best
- If things have not been resolved or you feel that you need additional assistance, please make an appointment with the SENDCo; then Vice - Principal or the Principal can also be involved at a later meeting if appropriate
- If you are still unhappy with the outcome please refer to the school's complaints policy and procedures as set out by the Governing Body, which can be found on the school's website.