

SEND Information Report 2026 – 2027



Reviewed by:	Resources Committee
Date:	Autumn 2026
This policy will be reviewed:	Autumn 2027

SEND Information Report

Manor Junior School is committed to meeting the needs of pupils with Special Educational Needs and is supported by the Local Authority to ensure that all pupils regardless of their specific needs, make the best possible progress.

Our Special Educational Needs and Disability Co-ordinator (SENDCo) is: **J. Pearson**
Our Governor with responsibility for SEND is: **R. Malik**

Every pupil at Manor Junior School has the opportunity to follow all National Curriculum subjects where they are able to access it. If a child is working below the National Curriculum, they will follow personalised plans of semi-formal or pre-formal learning.

We are committed to narrowing the attainment gap between SEND and non-SEND pupils and improving the progress of SEND pupils. We do this through a variety of provisions which may include before & after school interventions, short-term specific programmes, home-school liaison and other learning interventions developed on an individual needs basis.

The SEND Vision Mission Statement for Manor Junior School is:

“Diversity is a fact, but inclusion is a choice we make every day.”



If you feel your child may have special educational needs or you have a query regarding any SEND related issues, please contact us on 0208 270 4641 or you can email:

office@manorjunior.co.uk who will refer you on to the SENDCo.

Details of the Local Authority of Barking and Dagenham Local Offer can be found at:
<https://www.lbdb.gov.uk/local-offer>

What is a 'Special Educational Need'?

The term SEND covers a range of learning, communication, emotional and behavioural, sensory, and medical needs.

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other pupils or young people of the same age by mainstream schools.

If a pupil is not making adequate progress or is struggling to keep up with their learning we may deem it necessary to carry out further assessments to find out if there is a particular barrier to learning whether academic, behavioural or physical.

If a pupil is underachieving it does not mean they definitely have a SEND need as there are many factors which attribute the learning abilities of individual pupils.

Under the SEND Code of Practice (2015), the areas of need are classed under these four headings:

1. Communication and Interaction:

- Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
- Children and young people with Autism Spectrum Condition (ASC), are likely to have difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others and on their learning.

2. Cognition and Learning:

- This area includes children who learn at a slower pace than their peers, even with appropriate adaptations.
- Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

- Specific learning difficulties (SpLD), affect one or more specific aspect of learning. This encompasses a range of conditions such as dyslexia, dyscalculia, dysgraphia and dyspraxia.

3. Social, Emotional and Mental Health

- Children may experience a wide range of social and emotional difficulties which are displayed in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.

These behaviours may reflect underlying mental health difficulties such as:

- Anxiety
- Depression
- Self-harming
- Substance misuse
- Eating disorders
- Physical symptoms that are medically unexplained
- Attention deficit disorder (ADD)
- Attention deficit hyperactive disorder (ADHD)
- Attachment disorder

4. Sensory and/or physical needs

- Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

These difficulties include:

- Vision impairment (VI)
- Hearing impairment (HI)
- Multi-sensory impairment (MSI)
- Physical disability (PD)

Under the SEND Code of Practice (2015), the school follows a graduated approach of Assess, Plan, Do and Review when examining the needs of pupils with SEND. When the special needs of the child have been assessed and identified, interventions and additional support is planned, implemented and then reviewed termly. If required further assessment is carried out, which in turn, will trigger a further cycle of the graduated approach.

The Inclusion Team of the school will work alongside the class teacher to provide additional support to reduce barriers to learning and enable and facilitate the pupil to be an independent learner and member of the Manor Junior School community.

Who should I contact to discuss the concerns or needs of my child?

The Class Teacher is responsible for:

- Checking on the progress of pupils and identifying, planning and delivering any additional help pupils may need (This could be things like targeted work, additional support) and letting the SENDCo know as necessary.
- Providing specific feedback to pupils on what they have achieved and how they can progress through regular marking of pupil's work.
- Communicating with parents specific targets set and support implemented and reviewing these at Parents Evenings and / or specific SEND meetings.

The class teacher will:

- Track the progress and development of every pupil in their class
- Working closely with any learning support assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Work with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensure they follow this SEND policy
- Use Quality First Wave Teaching strategies in their daily teaching and planning.
- Inform the SENDCo when a pupil is of concern and complete the relevant paperwork and action any targets and strategies that the SENDCo has set with the class teacher.
- Set and review termly targets with the year group on the Provision map

The school's SENDCo will:

- Offer appropriate support and attend training to provide high quality support to staff
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's SEN funding allocation and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with secondary schools and infant schools to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date
- Meet with parents of pupils with SEND to discuss their progress, targets and any relevant information pertaining to their child

If you have concerns about your child's progress you should speak to your child's class teacher in the first instance.

If you are still concerned and would like further support then make an appointment to speak to J. Pearson, the school SENDCo.

If after exploring all possible channels with our Inclusion Team, as laid out in our SEND

Information Report, you feel your concerns have not been resolved, you may contact the Head Teacher. We would seek to rectify any issues promptly and with minimum disruption to a child's education.

In the unlikely event that you are not entirely satisfied that your complaint has been addressed, you should follow the school's complaints procedure which can be found on the website.

How does Manor Junior School know if pupils need extra help?

The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs.

The school's system includes reference to information provided by:

- Referrals made by class teachers
- Parental concerns
- Pupil progress meetings held termly
- Standardised screening and assessment tools
- Baseline and outcome assessment results
- Teacher assessment
- Current Educational Health Care Plans (EHCP)
- Assessments by a specialist service, such as Educational Psychology, Speech and Language Service, identifying additional needs
- Discussions with relevant professionals and organisations
- Concerns raised by parents/carers, teachers, previous schools or by the child themselves
- Changes in attitude or behaviour
- Individual pupil targets

How can the Inclusion Team support your child?

Manor Junior School has an Inclusion Team that provides additional support to reduce barriers to learning and enable and facilitate the pupil to be an independent learner and member of the Manor Junior School community. This team includes the Inclusion Lead, SENDCo, SEN Teacher, Learning Mentors (also supports parents) and Learning Support Assistants. This team works to support the school as a whole as well as those pupils with SEND. They provide support, either in class or out of class, through specialist interventions and programmes.

How will the curriculum be matched to my child's needs?

Tier One - Quality First Teaching

All children have access to Quality First teaching in order to make progress. This may include adaptations, alternative teaching methods and access strategies which include the following:

- Making the learning multi-sensory and active by using practical and visual supports.
- Scaffolding the learning to increase independence. This will be through modelling, interleaved and sticky learning.
- Encouraging the development of thinking skills (metacognition) in order to allow the pupil to know themselves as learners.
- The use of a Universal Design for Learning which is delivered through SEE-KS.

Tier 2 - Provision for Individual Needs

- Some pupils may be offered sessions of 1 to 1 or small group teaching
- Pupils may be given alternative ways of presenting their outcomes
- Different time allowances for work to be completed
- Repetition and consolidation
- Pre-teaching
- Special equipment may be given to the pupil e.g. writing slopes, standing desks, coloured overlays and books, pen/pencils grips or easy to use scissors.
- Specific structures and strategies to support pupils as taken from our Teacher Toolkits.

Monitoring of progress will be carried out by the class teacher and Inclusion Team and used to inform future planning.

The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the pupil is making satisfactory progress at this level of intervention.

Where a period of adapted curriculum support has not resulted in the pupil making adequate progress or where the nature or level of the pupil's needs are unlikely to be met by such an approach, a further level of provision may need to be made.

Tier 3 - Additional Provision

If your child has been identified as needing more specialist input instead of or in addition to quality first teaching and tier 2 support, referrals will be made in consultation with parents, to outside agencies or to specialist teaching staff, to advise and support the school in enabling your child to make progress.

Before referrals are made parents will be contacted to help plan possible ways forward.

If it is agreed the support of an outside agency is a way forward, parents will be asked to give permission for the school to refer your child to a specialist professional eg. a Speech and Language Therapist or Educational Psychologist. This will help the school and parents to understand the child's particular needs better.

The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
- Support to set targets which will include their specific professional expertise
- Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuit
- A group or individual work with outside professional
- The school may suggest that your child needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place.

Various provision groups will be run to address identified needs. The interventions will be baseline assessed, planned, implemented and then reviewed regularly. The effectiveness of the provision will be used to inform future planning.

For some of our pupils with significant and persistent needs, an augmented curriculum will be designed and implemented. This will:

- Be pitched with targets set at an appropriate level to enable the pupil access to the curriculum and make progress.
- Be engaging and stimulating to increase concentration and participation.
- Be practical and resourceful with learning embedded within the creativity. The long-term aim is to enable pupils to become independent, confident learners and enable smooth transition back into class.

The Next Steps- Specified Individual Support:

The school (or you) can request that the Local Authority carry out an Education Health Care Plan Needs Assessment (EHCPNA) for your child. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer, on the LBBB website: <https://www.lbbd.gov.uk/local-offer>

After the school have sent in the request to the Local Authority, they will decide whether they think your child's needs (as described in the application), seem complex enough to need a Statutory Assessment.

If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support setup using the additional provision.

After the reports have all been sent in, the Local Authority will decide if your child's needs are severe and needs more support in the school to make good progress. If this is the case, they will write an Education Health Care Plan (EHP). If this is not the case, they will ask the school to continue with the additional provision.

The EHP will outline the banding of support your child will receive from the school, delegated by the Local Authority. It will also have long and short-term goals for your child.

Pupils with Educational Health Care Plans (EHCPs)

There are a number of pupils in the school that have an EHCP. These pupils receive support in accordance to their plan. They have personal targets and tailored specialist interventions. They receive a person-centred annual review, which parents, pupils, teachers, learning support assistants and outside agencies are invited to attend.

How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher.
- Progress is reviewed every term through the school's assessment process.
- Pupil Progress Meeting takes place each term to discuss identified pupils who have not made expected progress and next steps are put in place to support these pupils.
- If your child is working well below age related expectations specific targets will be set to achieve smaller but significant steps of progress.
- Separate meetings will be held between the SENCo and the class teachers of children working significantly below expected levels where the children's progress will be discussed in more detail and specific targets set and reviewed.
- At the end of each key stage (i.e. at the end of Year 6) all pupils are required to be formally assessed using Standard Assessment Tests (SATs). Pupils who are not able to take part in the SATs are assessed against the Pre-Key Stage Standards.
- The progress of children with an ECHP is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENDCo with the class teacher will also monitor that your child is making good progress within any individual work and in any group that they are in.
- Children known to SEND will be reviewed at least termly.

Expertise and training for Staff

Manor Junior School is committed to the continuous professional development of its staff. We take every opportunity to access training to improve our service to meet our pupils' varying needs. This is supported by the expertise that we have within school. Whole staff training to disseminate knowledge, strategies, and experience, to ensure consistency of the school's approach for children with SEND. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children

We have a number of staff trained in:

- Speech and Language support
- Supporting children with ASC (Autism Spectrum Condition)
- Specific Literacy difficulties
- Specific mathematics difficulties
- Specific reading programmes
- Self-esteem and social interaction interventions (eg Hamish and Milo programme)
- Bereavement Support
- Attachment and Trauma issues
- EAL (English As an Additional Language)
- Processing & Memory support (eg, Turnabout Programme)

How can I support my child in my role as a Parent / Carer?

There are many ways you can support your child's learning and progress while they are a pupil at Manor Junior School.

- Hold conversations with your child about their learning
- Hold conversations with your child about their emotional wellbeing and mental health.
- Daily reading and spelling practice
- Weekly homework tasks in Maths, English and half termly flipped curriculum projects.
- Keeping the school informed of any changes in your child's circumstances and/or needs
- Attending school meetings set up by the Class Teacher, Learning Mentor, SENDCo and/or Senior Leadership team
- Establish good routines and structures for your child's well-being (eg regular bedtimes; healthy diet; consistent behaviour management)
- Supporting your child's individual targets
- Completing the Home-School book if appropriate
- Attend Parent-Partnership sessions
- Support your child with online learning
- Monitor and limit the amount of time your child spends using devices, ensuring they:
 - Are supervised at all times.
 - Only access age appropriate material.
 - Understand and adhere to the 4Cs of online safety as found in our Safeguarding Policy which is on our website.

What support will there be for my child's overall wellbeing?

Manor Junior School believes that the overall well-being of our pupils is paramount, if all our children are to achieve in an inclusive learning environment. During their time at school, many pupils go through periods when they need a little extra support to feel completely happy, safe and secure.

The School offers a wide variety of pastoral support for pupils who are encountering social and/or emotional difficulties.

- ERIC (Enthusiasm, Respect, Inclusion and Challenge) values and the ERIC charter are embedded across the school alongside our mission statement of Motivation Joy and Success.
- The language of Zones of Regulation is embedded throughout the school and, when necessary, small group interventions take place to visit the programme in more depth to help children recognise and regulate their emotional responses.
 - Some children may be invited to attend a group to develop social skills and friendship skills.
 - Pupils who find lunchtimes a struggle are supported by the Learning Mentor, Learning Support Assistants, Mid-day Supervisors and the Playground Pals
 - The Learning Mentor provides targeted support for pupils' learning behaviours
 - Self-esteem interventions are run by trained LSAs and the Learning Mentor

- Access to quiet areas in the playground.
- Staff training in psychological first aid.
- Sessions in our Cubbie to help with emotional regulation.
- The child may have access to the 'Well-Being Room' a specially adapted room which specifically supports pupils with emotional issues and helps them through difficult times in their life.

The school takes any incidents of bullying, online bullying and intolerance very seriously and encourage children and parents to always let teachers know of any incidents so we can take action against it. There are clear strategies in place to support all children to prevent bullying including the STOP acronym and the Three Stop Rule to ensure all pupils define bullying clearly and will report this to an adult.

We recognise the need for listening to the views of pupils with SEND and measures to prevent bullying. We have introduced Talkabout; a programme that focuses on building self-esteem, confidence and relationships, Hamish and Milo; a programme that addresses issues such as confidence, healthy relationships and self-esteem, as well adopting the language of Zones of Regulation throughout the school.

The school's Behaviour Policy which includes Anti-bullying can be found on the school website.

What specialist services and expertise are available to the school?

Parents/carers will be consulted if any outside agency is to be involved with their child.

- The Educational Psychologist visits the school, following discussions with the SENDCo.
- Advisory staff from the Local authority and BDSIP will support relevant needs.
- If necessary, a teacher for the hearing or visually impaired will support children.
- The Inclusion Team liaises with a number of other outside agencies, for example:
 - Social services
 - Access and Attendance Service
 - School Nurse
 - Community Paediatrician
 - Speech Therapy
 - Physiotherapy
 - Occupational Therapy
 - Behaviour Support Services
 - CAMHS (Child and Adolescents Mental Health Service) and the CAMHS Hot Clinic
 - Counselling services
 - Inclusion Consultants
- The school regularly consults health service professionals. The SENDCo may raise concerns to the attention of the school nurse, and referrals are made as appropriate.
- Social Services and the Access and Attendance Service will be accessed through the recognisable channels.

Parents and carers will be given details of relevant voluntary support groups as appropriate.

What is the admissions policy for disabled pupils?

Disabled pupils apply to the school in exactly the same way as all other pupils. However, where the child has an EHCP, the admission process will be completed through the Local Education Authorities' EHC team.

How accessible is the learning environment?

The School's Accessibility Plan ensures that adjustments are made to facilitate access to school buildings for those who are disabled. When pupils enter the school with specific disabilities identified, the SENDCo ensures that the requirements of the pupils are passed on to all staff. This may involve support from external agencies and/or additional staff training. As a school we are happy to discuss individual access requirements. The school's accessibility plan can be found on the school's website.

Facilities we have at present include:

- Two toilets adapted for disabled users;
- Sloped entry to the buildings and field/playground.
- One wet room
- Four classrooms with direct access to the playground
- Four toilets that are gender neutral

We also provide a purposefully designed outdoor learning environment that supports the gross motor development, and sensory needs of children with SEND; a self-contained outdoor space offering structured, practical, and experiential learning activities tailored to diverse learning profiles.

Blended Remote learning

Blended remote learning may be delivered when needed e.g.

- Periods when a child may be well but is required to self-isolate
- In the event that the school is required to close
- Other times when remote learning is considered a suitable and effective method of learning (eg. certain homework)

We recognise that for our pupils known to SEND, remote learning will pose additional barriers and adjustments will need to be made to ensure they are able to engage in this method of learning. In addition to a traditional blended learning approach of online access alongside teacher interaction, pupils with SEND may also require interventions to continue where possible and support for them to access their learning.

This may include:

- Additional resources sent home to families
- Our pupils and their parents being suitably trained to access the home-learning platforms
- Parents given advice on how to best support their child with given tasks
- Close, meaningful liaison between school and the families of our pupils with SEND

- Learning being delivered by alternative means (eg. through structured play)
- Lesson outcomes being recorded by alternative means
- Learning being delivered at a slower pace / revisited frequently
- Interventions, where possible, to be adapted to allow them to continue through home learning

How will the school prepare and support my child when joining Manor Junior School or transferring to a new school?

Manor Junior School provides effective and smooth transition support into the school and in transferring to a new school. These include:

- The year group leader and the SENDCo attend meetings with Manor Infant School to discuss the Year 3 transition.
- Year 2 children take part in a transition programme during their summer term visiting the school regularly.
- Every summer the school has a specific transition times when all staff meet the new year group team to share information.
- Each class has a transition session to meet new staff when preparing to move to a new year group.
- Additional visits are also arranged for pupils who need extra time in their new school /class.
- Staff are always willing to meet parents/carers prior to their child joining the school.
- SENDCo to SENDCo meeting happen at the start of the summer term where children with SEND and other vulnerabilities are discussed.
- Transition groups run for selected Year 6 pupils to help them prepare for the move to secondary school.
- Secondary school staff meet with the Year 6 staff and pupils to discuss transition.
- Where a pupil may have more specialised needs, the SENDCo and other relevant professionals from the named secondary school will be invited to attend a meeting with our SENDCo.
- When a child transfers from another school we endeavour to speak to the respective SENDCo and relevant professionals.
- Year 6 Pupils attend a transition days where they spend the day at their new school. Children identified as vulnerable are identified to the receiving school to allow them to support accordingly
- Children in Year 5 with EHCPs will have discussions regarding possible secondary school routes build into their annual review. The borough's EHCP adviser is invited to these meetings.
- The SENDCo from the chosen secondary school will be invited to the Year 6 annual review, allowing the child and their parents to ask questions about their new school.
- If your child is moving to another school, we will contact the new school's SENDCo and ensure she/he knows about any special needs identified and how this has been supported. We will also make sure that all records are passed on.

Approved by Manor Junior School Governors – Autumn Term 2026

Review: due Autumn Term 2027