

Manor School Local Offer

All schools have to set out what provision they have to offer all pupils and be specific about what they can offer pupils with additional needs.

This is what we offer at Manor School. Please contact us directly if you would like further information on

020 89683160

Manor School ensures that:

- Our provision is made in accordance with the SEN and Disability Codes of Practice
- We have a lead person for SEND (Jayne Jardine)
- We invest in whole school and targeted training for staff.
- We ensure inclusive teaching and support where needed
- We provide information on school arrangements for SEND to Parents and Governors
- We publish on our school website our school SEN policy and a description of the arrangements and specialist provisions we make for our children with SEN- including the accessibility plan.

Manor School is a special school for pupils with a range of special educational needs including: global developmental delay, Autism and moderate to severe learning difficulties.

We provide a very specialist environment with small classes (6 to 9 pupils), specially trained staff, on site speech therapy and on site occupational therapy. We work hard to ensure that all of our pupils achieve their potential both personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs)

Children at Manor School make very good/outstanding progress and achieve in line, and most often better than, with other schools of a similar type both locally and nationally.

Other useful documents parents and carers may find helpful are our SEND policy and our Disability Accessibility Plan; these are available on our website.

Our School Vision – Love, learn, Laugh

- At Manor School, every child is part of our safe, respectful and vibrant community, in which they are effectively supported to learn, develop and build positive relationships with others.
- We provide every child with diverse opportunities and high quality teaching and learning, with a focus on effective communication and independence offering every child the opportunity to excel.

Who are the best people to talk to about my child's SEN at Manor?

Within our school the best people at school to talk to about your child's needs are:

- **Class teacher**- responsible for; Planning the curriculum and differentiation and assessing your child's progress
- **Jayne Jardine, Head teacher**- responsible for the day to day aspects of the school, strategic planning and all arrangements for pupils. The Head teacher reports to the Governing Body on all aspects of the school.
- **Louise Kimber, Deputy Head** responsible for Child Protection, Safeguarding and attendance
- **Marian Swift, Parent Liaison Worker** who is able to offer support to all families
- **Data and Assessment Governor** who is responsible for monitoring that every child who attends the school is making good progress

How will I know how well my child is doing at school?

- Open door policy- parents welcome to make an appointment at any time
- Partnership between parents and teachers- we will communicate regularly
- Home school link book for based classes to ensure that comments can be responded to
- Parent Liaison Officer is able to offer support and guidance on a range of topics, home visits, offers training to parents
- Speech and Language Therapy and OT reports
- Intervention programmes
- Termly target setting days and parent Structured Conversation sessions each term
- A report on progress at the end of each term and targets for the following term
- Annual review reports and meetings

What are the different types of support available for children at Manor School?

	Whole school ethos and practice for all children	Additional support
Autistic spectrum disorders	<p>Structured day Positive behaviour management strategies. Learning style understood. Differentiation. Rewards and rules. Effective communication with parents VB classes (as appropriate)</p> <p>NB - 75% of pupils have a diagnosis of Autism</p>	<p>Small group learning and targeted interventions ICT used to reduce barriers Alternative communication systems - Makaton. PECS Visual timetable etc. Sensory plans Parents involved in personalised intervention plans Interaction and social skills development Advice and intervention from our Autism Lead Practitioner, Behaviour Lead Practitioner, Speech and Language Therapists and OTs</p>
Speech language and communication	<p>Communication, speaking and listening policy. All staff trained in relevant strategies</p>	<p>SALT programmes delivered by Teachers and TAs. SALT Therapist intervention Class based support. Alternative communication systems- Makaton. PECS Social skills development</p>
Moderate to severe learning difficulties	<p>Differentiation Teaching resources are accessible and appropriate Multi sensory approach to learning Interactive environment and reasonable adjustments</p>	<p>Curriculum is adapted to meet the needs of pupils Targeted intervention programmes Behaviour management plan Social skills group Independent learning plan Specific goals- short steps Active engagement monitoring and TA hands off approach</p>

What are the different types of support available for children at this school?

	Whole school ethos and practice	Support for additional needs
Social, mental and emotional health needs	<p>Identification and assessment in school</p> <p>Additional advice and support from outside agencies</p> <p>Adaptations to curriculum</p> <p>Supported to build relationships and engage</p> <p>Circle time/PSHE curriculum</p> <p>Positive behaviour policy</p>	<p>Interventions that are implemented, reviewed and revised</p> <p>Work with parents to refer to CAMHS</p> <p>Targeted intervention to promote social skills and emotional resilience</p> <p>Adaptations to physical environment</p> <p>Monitoring in unstructured time e.g. breaks/ lunch</p>
Sensory and Physical needs- hearing/ visual impairment, multi sensory- physical and medical needs	<p>Referrals to Brent hearing impaired service or visual impaired service and provision of specialised equipment.</p> <p>Curriculum is adapted</p>	<p>Targeted intervention and specialist individual therapy programmes eg phonics</p> <p>Teaching assistants with relevant expertise</p> <p>Adaptations to physical environment- enhanced contrast and minimal noise. Compliance with acoustic regulations</p> <p>Disabled toilet facilities</p> <p>Staff consistently use adapted resources and TAs work closely with teachers to support access of the curriculum</p> <p>Assistive technology eg hearing aids and ICT software</p>

In addition

All children will have	The following provision
Assessment on entry	The Equality Act 2010 requires schools to ensure that SEND children are not disadvantaged.
Emotional and social needs addressed	Anti bullying, peer support role models
Progress tracked and reviewed	Plans, assessed, reviewed, adjusted, tracked.
Transition arrangements	Access to transition programmes and visits
Staff who are trained	Expertise is developed, time for meeting with professionals
Provision that is assessed and evaluated	Whole school policies are evaluated and monitored
Access to mainstream facilities and extra curricular activities	Children are included with mainstream peers unless there is a planned intervention
Progress that is shared with parent/carers	Parents are informed and actively encouraged to support shared goals at home.

If you need to complain

Parents have the following rights of redress, should the school, Governors or LA fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- The school complaints procedure
- LA complaints procedure
- An appeal to The SEN and Disability Tribunal (LA decision)
- A claim against the responsible body (Chair of Governors or LA) for disability
- To the SEN and Disability Tribunal for discrimination
- A complaint to the LA Ombudsman (Schools and LA's)

Glossary

- SEN- special education needs
- D- disability
- EHC plan- education health and care plan
- Makaton- sign language for children with learning disabilities
- PECs- pictorial exchange communication
- ICT- information communication technology
- SALT- speech and language therapy
- TA- teaching assistant
- VB – Verbal Behaviour
- CAMHS- clinic for adolescent mental health services