



Hartford Manor Primary School & Nursery

SEN Information Report 2023- 24

At Hartford Manor, we believe that all children must be given the opportunity to succeed. We aim to identify individual needs as early as possible and use our best endeavours to implement appropriate additional support. Our inclusive approach aims to enable all children to access the curriculum with enjoyment and purpose. Classrooms are calm and purposeful with clearly organised resources. Work is planned to support the needs of the pupils and progress is continually monitored. Communication is pivotal to ensuring tailored provision for children with additional needs. Families and children are instrumental in the development of individual provision. Occasionally, with the consent of parents/carers, we need to seek further advice from external professionals such as the education psychologist, speech therapist, Autism Team etc. Teachers and parents are then able to work together to follow the advice, with clear expected outcomes.

The SEN Code of Practice identifies four areas of need: Communication and Interaction (CI), Cognition and Learning (C+L), Social, Emotional and Mental Health (SEMH), and Sensory and /or Physical needs (S+P). The table below aims to answer 16 frequently asked questions about SEN provision at Hartford Manor, in each of the four areas of need. If you have any further questions, please contact the school directly and ask to speak to the school SENCO, Mrs Ghagan.

This SEN report reflects the information outlined in the [West Cheshire Local Offer](#). If you would like further information about admission for a child with Special Educational Needs, please follow this [link](#). For advice on what questions to ask when visiting a school, follow the link [CWAC Information and Advice Support Service](#)

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	Areas of need identified in SEN Code of Practice			
	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and/or Physical
How does Hartford Manor Primary School know if my child needs extra help?	<p>To identify whether your child needs extra help for CI difficulties, we refer to at least one of the following:</p> <ul style="list-style-type: none"> • If their progress with communication is below expected levels for their age, including Early Years Foundation Stage (EYFS) Assessments. • Internal assessment procedures in place to identify difficulties • If they receive support from a Speech and Language therapist. • Autism Team involvement 	<p>To identify whether your child needs extra help for C+L difficulties, we refer to at least one of the following:</p> <ul style="list-style-type: none"> • If progress is below expected levels. • If on-going teacher assessments/data identify when a child is not making expected progress in any year group, including EYFS Assessments. • If they are not making expected attainment in the Phonics Screening Check (end of Yr. 1) 	<p>To identify whether your child needs extra help for SEMH difficulties, we refer to at least one of the following:</p> <ul style="list-style-type: none"> • If progress is below expected levels. • If they find it difficult to adhere to the school Behaviour Policy. • If a child is requiring continued support for emotional difficulties. • A child finds it difficult to adhere to Behaviour Policy that is in place. • In EYFS, Action for Inclusion meetings held between SENCo, parents and any outside agencies involved. • Observations by teachers on social/emotional skills • Key Workers in place if necessary • Autism Team involvement 	<p>To identify whether your child needs extra help for S+P difficulties, we refer to at least one of the following:</p> <ul style="list-style-type: none"> • If progress is below expected levels. • If an outside agency is involved • If they are unable to access any element of the school day due to a sensory or physical need. • Outside agency involvement • Close liaison with EYFS/Pre-School to ensure needs of child are met • Action for Inclusion meetings held between LEA/School SENCo and Pre-School Leaders.

<p>What should I do if I think my child may have a special educational need or disability?</p>	<ul style="list-style-type: none"> ● Discuss concerns with Class Teacher ● Discuss concerns with SENCo and make necessary referrals to services such as Speech and Language, Community Paediatrics, Autism Team, Early Years Specialist Teaching Service, Paediatric Occupational Health, Early Help Team and Outreach support from local Specialist school settings. ● Contact IASS- Information and Advice Support Service CWAC Information and Advice Support Service ● Ensure that your views and perspectives are taken into account 			
<p>How will I know how Hartford Manor Primary School supports my child?</p>	<ul style="list-style-type: none"> ● High quality teaching must be in place and reasonable adjustments made to meet the needs of ALL children. ● You will be contacted by the class teacher if there are any concerns about your child in relation to: communication and interaction; not making expected progress; social, emotional, behavioural difficulties; or physical or sensory difficulties. Additional support/interventions will be discussed. ● With your support and consultation, a personalised plan will be put in place using a one- page profile or send pupil profile ● In EYFS, Action for Inclusion meetings held between SENCo, parents and any outside agencies involved. ● You will have the opportunity to meet at least 3 times a year to discuss your child’s SEN provision with the class teacher. ● You are welcome to make an appointment with the SENCo, at any time throughout the year, to discuss any concerns. 			
	<p>Communication and Interaction</p>	<p>Cognition and Learning</p>	<p>Social, Emotional and Mental Health</p>	<p>Sensory and/or Physical</p>
	<ul style="list-style-type: none"> ● Specific assessments will be carried out by the class teacher or SENCo ● External agency support may be sought eg; Autism Team, Speech and Language, Specialist Teaching School Outreach Team. 	<ul style="list-style-type: none"> ● Specific assessments will be carried out by the class teacher or SENCo ● Where possible, time limited interventions in place and progress monitored. 	<ul style="list-style-type: none"> ● Specific assessments will be carried out by the class teacher or SENCo ● Reasonable adjustments in place to support emotional regulation as necessary. ● Further specialist help may be sought eg; Specialist School Outreach Team, CAMHS. 	<ul style="list-style-type: none"> ● Specific assessments will be carried out by the class teacher or SENCo, such as a Sensory Support Plan ● Advice and recommendations from medical professionals will be implemented and documented on a one-page

				<p>profile or individual health care plan.</p> <ul style="list-style-type: none"> ● It will be very clear about what the school are putting in place to support the children's needs. ● Referrals may be made to Occupational Therapy
	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and/or Physical
How will the curriculum be matched to my child's needs?	<ul style="list-style-type: none"> ● High quality teaching strategies will be in place and reasonable adjustments made to meet the needs of children. ● Flexible teaching arrangements ● Structured school and classroom routines ● Personalised curriculum delivery eg simplified language, minimal use of language, visual prompts ● Increased visual aids/modelling eg widget ● Visual timetables/Now and Next ● Use of symbols 	<ul style="list-style-type: none"> ● High quality teaching strategies will be in place and reasonable adjustments made to meet the needs of children. ● Tailored curriculum planning and work ● Appropriate delivery e.g. simplified language, slower lesson pace. ● Individualised outcomes e.g. cartoon strip, use of ICT ● Increased visual aids eg widget ● Visual timetables ● Illustrated dictionaries ● Use of writing frames ● ICT as alternate means of accessing curriculum 	<ul style="list-style-type: none"> ● High quality teaching strategies will be in place and reasonable adjustments made to meet the needs of children. ● Whole school/class behaviour policy with graduated approach ● Zones of Regulation lessons within PSHE curriculum across the whole school. ● Whole school/class reward systems ● Whole school/class rules/expectations ● Support offered during break time and lunchtime ● Calm, consistent adult behaviour ● Praise publicly 	<ul style="list-style-type: none"> ● High quality teaching strategies will be in place and reasonable adjustments made to meet the needs of children. ● Flexible teaching arrangements e.g. Seating, pupil able to physically access lesson and move freely. ● Teacher aware of implications of sensory and physical impairment e.g. light implications for visually impaired ● Sensory breaks/ sensory diet ● Availability of resources e.g. writing slopes, matt laminates, pencil grips

		<ul style="list-style-type: none"> Recording/voice assistive technology eg IDL computer based spelling intervention 		
How will I know how my child is doing?	<ul style="list-style-type: none"> For any child receiving SEN Support, there will be a parents' evening once a term, however you are always welcome to make an appointment with the class teacher or SENCO should you wish to discuss any concerns or questions. Each term, you will have the opportunity to discuss outcomes for your child. You will also be able to discuss any interventions that are in place and whether your child is making expected progress For some children, the school uses separate assessment tools to measure small increments of progress and to inform further targets. 			
How will you help me to support my child's learning?	<ul style="list-style-type: none"> At termly parents' evenings, teachers will share outcomes and suggest ways in which we can collaborate to meet the needs of your child. Annual/Interim Reviews will be held for those children with Early Years Inclusion Funding, Top Up Funding or an Education Health Care Plan (EHCP). Where appropriate, families can be referred to outside agencies for support in the home 			
What support will there be for my child's overall well-being?	<ul style="list-style-type: none"> Relationships are key at Hartford Manor. We take time to know our children and families and recognise when children may need some extra time and care. The school offers support at lunchtimes and break times where children have the opportunity to engage in calm activities and games with a member of staff. We aim to develop social, emotional skills and behavioural support. In some cases, personalised reward systems/ incentives will be put in place. 			

	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and/or Physical
What specialist services and expertise are available at, or accessed by the school?	<ul style="list-style-type: none"> ● The school works in close communication with Speech and Language Therapists, especially those who work with children who have been referred to the service ● The school works closely with the Autism Service ● Specialist teaching assistants deliver specific speech and language programmes ● The school has purchased resources such as: <ul style="list-style-type: none"> ○ Wellcomm ○ NELI to support individual and group work ● All staff in the Early Years Foundation Stage are Wellcomm trained and implement SALT support through their day to day interactions 	<ul style="list-style-type: none"> ● The school has limited access to an Educational Psychologist who can assess children’s cognitive ability. ● The SENCO and Head of School, are both experienced, qualified teachers, trained Reading Recovery teachers and have completed the National SENCO award. ● Early Years Foundation Stage and Key Stage 1 follow ‘Floppy’s Phonics’ which is an approved systematic synthetic phonics programme and children have access to ‘cumulative’ decodable reading books for beginners. <p>Assessment tools are used to assess reading, spelling, vocabulary and number concepts</p> <ul style="list-style-type: none"> ● TAs work in close alignment with the reading specialist teacher 	<ul style="list-style-type: none"> ● All staff use the Zones of Regulation to support emotional regulation ● Assessment tools such as: <ul style="list-style-type: none"> ○ The Boxall Profile ○ Strengths and difficulties Questionnaire ● The school makes referrals to CAMHs ● The school works closely with the Autism Team and Special Schools Outreach Team ● All staff use de-escalation strategies 	<ul style="list-style-type: none"> ● Cool Kids -developmental co-ordination programme ● The Visual Impairment team visit school to support and advise on provision ● The SENCo works closely with the visual impairment team ● The SENCo works closely with the Starting Well team including health visitors, occupational health, paediatric physiotherapy and school nursing team

		<ul style="list-style-type: none"> School staff use Numicon- a visual, tactile maths resource 		
	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and/or Physical
What training have the staff supporting children and young people with SEND had or are having?	<ul style="list-style-type: none"> Regular involvement and training from the Autism Service One TA has attended intensive training for Speech Therapy 	<ul style="list-style-type: none"> Numicon training Floppy's Phonics training through English Hub Literacy Specialist Number Sense Precision Teaching 	<ul style="list-style-type: none"> Training on Attachment Disorder Zones of Regulation ELSA training Safeguarding Leads have completed Trauma Informed training 	<ul style="list-style-type: none"> Senco has attended training from SPOTSS- Sensory Processing Occupational Therapy Support (CCICP) Regular training from the school nurse. Visual Impairment team advised staff about practical support in school
How will my child be included in activities outside the classroom, including school trips?	<ul style="list-style-type: none"> The school staff work alongside parents and families to help children access educational visits and residential visits. We believe these are a valuable and essential part of the curriculum and we aim for all children to be fully included. 			
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How accessible is the school environment?	<ul style="list-style-type: none"> Key word lists are present in all classrooms <ul style="list-style-type: none"> Visual timetables Now and Next cards <p>Where appropriate children may have access to IT to support their needs.</p>	<ul style="list-style-type: none"> The background colour on interactive whiteboards can be adjusted Visual reminders Word banks Visual timetables Use of laptops or iPads in class 	<ul style="list-style-type: none"> Class rules/ expectations are shared Zones of Regulation poster displayed in every classroom Visual reward charts in place Support available at break times 	<ul style="list-style-type: none"> Doorways wide enough for wheelchairs to all parts of the school Use of accessible toilets Clear visual contrast in classrooms and doorways Lift to first floor

				<ul style="list-style-type: none"> Where appropriate, use of iPads in class as visual aids
How will the school prepare and support my child when joining Hartford Manor Primary School or transferring to a new school or post-16 provision?	<ul style="list-style-type: none"> If your child is in Early Years/Nursery, an 'Action for Inclusion' meeting may be held to ensure a smooth transition into Reception. If your child is in Year 6, Action for Inclusion meetings may be held to ensure a smooth transition into secondary school. The SENCo liaises closely with the establishment your child is transferring to or from. Notes/information is shared between institutions/services/outside agencies to ensure the highest standard of provision is in place. SENCo works very closely with external professionals eg. Speech Therapists, to ensure environment is fully prepared for your child's transition. SENCo ensures adequate training is transferred or information passed on to ensure children are fully supported. If your child has an Education Health Care Plan, transition to high school will be discussed at the Year 5 review meeting and arrangements will be made to ensure a smooth start. Additional transition time/ visits are accommodated 			
	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and/or Physical
How are the school's resources allocated and matched to children's special educational needs?	<ul style="list-style-type: none"> Teachers adjust curriculum to suit individual needs Speech and Lang support/interventions – group/1:1 Social skills groups Alternative methods of communication Additional planning for transition Access arrangements for ALL assessments. Use of ICT – Writing with symbols etc.. Visual timetable 	<ul style="list-style-type: none"> Support resources – word banks, spelling lists etc.. Access arrangements for ALL assessments. Additional planning for transition Coloured visual aids/interactive boards linked to laptops/background suited to cohort Small group interventions 	<ul style="list-style-type: none"> 1:1 Social stories Monitoring at break/lunch times TA support at lunchtimes Access arrangements in place for assessments Individual Behaviour Plan Peer mentoring Additional planning for transition Behaviour Support Team if necessary Support at break times and lunchtimes 	<ul style="list-style-type: none"> Co-ordination groups (Physical co-ordination activities are done in small groups) Sensory Circuits Handwriting/Fine motor programmes eg Dough Gym Exam Access arrangements TA to monitor safety and give discreet support to enable child to be as independent as possible. Specialist seating/chairs, ICT etc. Additional planning for transition.

	<ul style="list-style-type: none"> • Social stories/ Comic Strip Stories • Individual Speech and Lang. therapy by TA 			
How is the decision made about how much/what support my child will receive?	<ul style="list-style-type: none"> • Cheshire West and Chester outline their Local Offer to children and their families. • If a child is not making the expected progress and the school has implemented an appropriate level of support, then parents and teachers can work together to make an application to the local authority for further funding. If your child's needs are significant, then the local authority may recommend a Statutory Assessment be carried out in order for an Education Health Care Plan to be put in place. A parent or teacher can also request a Statutory Assessment and they will receive a response from local authority within 16 weeks of their request. Insert link to EHCP on local offer 			
How will I be involved in discussions about and planning for my child's education?	<ul style="list-style-type: none"> • If your child is not making expected progress, then the class teacher will discuss concerns with you and identify appropriate provision (Assess/Plan/Do/Review) • You will have the opportunity to review outcomes and discuss the impact. • We may undertake additional assessment tests to identify any specific difficulties – parental permission will be required - (Assess/Plan/Do/Review) Some parents choose to pay privately for an assessment • With your permission, we may seek the advice and expertise from outside agencies. • We may implement advice/strategies from external professionals. These actions will be reviewed and discussed with you. • If there is still significant concern regarding the progress/attainment/behaviour of your child then additional support may be requested from CWAC. 			
Who can I contact for further information?	<ul style="list-style-type: none"> • CLASS TEACHER- via admin@hartfordmanor.cheshire.sch.uk • SENDCO – Mrs Helen Ghagan 01606 663800 via senco@hartfordmanor.cheshire.sch.uk • ACTING HEAD TEACHER – MRS JAN DIAMOND 01606 663800 • Cheshire West And Chester Information and Advice Support Service: CWAC Information and Advice Support Service • CWAC SEN TEAM : senteam@cheshirewestandchester.gov.uk 			