

Thank you to the parents who have kindly contributed to this report.

Our School Vision

At Manadon Vale Primary School, we are a community of active learners.

We will be challenged and inspired on our journey to becoming responsible global citizens of the future.

We take every opportunity to be the best that we can be.

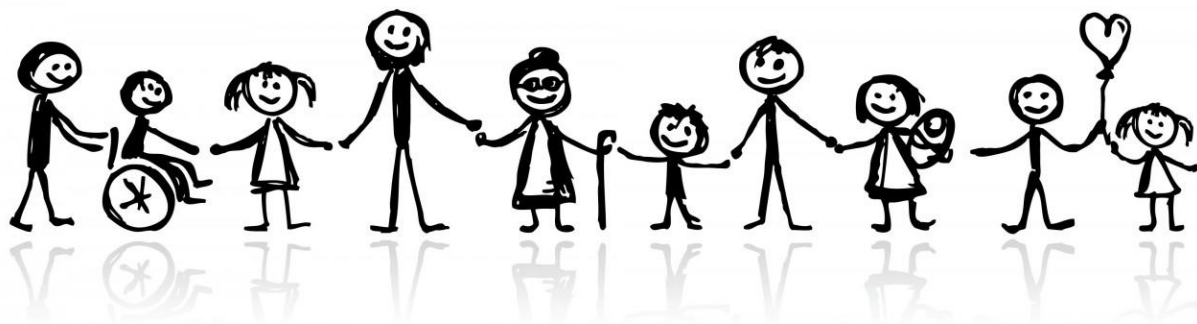
Our Aims:

1. We are each part of a team, collaborating to achieve our best.
2. We will be resilient, learning from our mistakes and life's challenges, never giving up and seeing things through.
3. We will encourage our natural curiosity, finding out about ourselves and exploring the world around us.
4. We will understand how to keep our bodies and minds happy, healthy and safe.
5. We will each reflect on our learning and take pride in all we do.

What is a Special Educational Need (SEN)?

The Special Educational Needs and Disability Code of Practice: 0-25 years (May 2015) defines SEN as: "A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

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



There are four areas identified in the Code of Practice which indicate that a pupil may have a difficulty or area of need. These are:

- Communication and Interaction - this area includes speech, language and communication needs (SLCN), and social communication difficulties (for example, autism).
- Cognition and Learning - this is used when a pupil is learning at a slower pace than other children within their year group and may include children with specific learning difficulties (SpLD) such as dyslexia.
- Social, Emotional & Mental Health Difficulties - this includes children with mental health needs, ADHD (attention, deficit, hyperactivity disorder), attachment disorder, or other challenging behaviours.
- Sensory & Physical Needs - this includes children with hearing difficulties, visual impairment, mobility/physical difficulties or disabilities and sensory processing difficulties.

A child may have difficulties in one or more of these areas.

Who is responsible for the pupils with SEND at Manadon Vale Primary School?

At Manadon Vale, all teaching staff are responsible for teaching every child in their class including those with SEND.

The SEND Team



Mrs Ruth Kimberlee is the Special Educational Needs Coordinator (SENDCo) and can be contacted through the school office by email at admin@mvps.org.uk. Mrs Kimberlee is an experienced class teacher and has completed the Postgraduate Qualification in Special Needs Co-ordination.

Mrs Sarah Howe is the school's Pastoral Support Worker (PSW). She is responsible for providing pastoral support to pupils under the direction of the SENDCo. She has completed the Emotional Literacy Support Assistant (ELSA) training programme, is a Drawing & Talking practitioner and has completed Trauma Informed Schools (TIS) training.



Who else can provide support and advice for my family?



Mrs Jo Stapleton is our Family Support Advisor (FSA). She can be contacted through the school office by email at admin@mvps.org.uk.

Further advice and information for parents can be provided by [Plymouth Information, Advice and Support for SEND](#) (PIASS).

They are an independent organisation and can support by:

- Attending meetings
- Helping with reports, letters and any paperwork
- Providing information about relevant groups or organisations
- Visiting schools to help with making informed choices.

How do the staff at Manadon Vale Primary School identify children who have special educational needs?

- Class teachers will identify any pupils who may potentially need extra support in specific areas through daily observation of the children's learning, internal assessments and end of term tests.
- When a teacher has a concern, they will discuss this directly with the SENDCo.
- Teachers regularly attend meetings with the SENDCo to discuss any concerns that they might have about pupils and are responsible for reviewing support and provision provided.
- In addition to this, the progress of all children is reviewed on a termly basis at Pupil Progress and Target Setting Meetings. During these meetings any children who are not making progress or have made slower than expected progress are identified, so that future support can be planned for them.
- All additional support and interventions (extra group or individual sessions) are reviewed regularly to make sure progress is being made.
- Parents can contact the class teacher or SENDCo about any concerns they may have about their child.
- Children who have emotional or social needs can also drop in to see our Pastoral Support Worker to share their worries and anxieties.
- Other professionals working alongside the family or child may also raise concerns regarding possible SEND to staff if appropriate.

How will the school let me know if my child has special needs?

- The class teacher will talk to you if we identify any concerns.
- Concerns will be shared with you at Progress Review Meetings (previously known as Parents' Evenings).
- You will be invited to a meeting with any relevant staff.
- If it is necessary, then an Individual Education Plan (IEP) or One Page Profile (OPP) will be created.
- An IEP gives details about your child's needs, desired outcomes and the support or interventions necessary for your child to achieve those outcomes.
- IEPs are co-produced, which means that parents/carers and pupils are given the opportunity to share their views, and the plan will also include suggestions on how to support a child's progress at home. Parents and carers are invited into school regularly to review the plan and discuss progress made.
- An OPP may be more relevant for some children who need ongoing support but may not need measurable targets (eg. emotional or mental health needs). A profile outlining strengths and needs will be created with your child and shared with staff working directly with them to ensure necessary support is in place to meet their needs.
- A small number of children may also require an Educational Health Care Plan (EHCP). The SEND team will work closely with parents and carers to discuss this process in more detail if it is applicable.

What support is available for children with special educational needs in our school?

- All teachers have the highest possible, yet realistic expectations of all children. They are responsible for the teaching and learning of all children in their class.

- Teaching is personalised and built on what your child already knows, can do and can understand.
- Resources are personalised for the child.
- Small group work or individual work for:
 - English (reading and writing)
 - Maths
 - Social skills
 - Gross and fine motor skills
 - Emotional literacy support (managing emotions, self-esteem, friendship, anxiety and bereavement)
 - Speech and Language work

What help from other agencies outside of school can Manadon Vale Primary School access?

The school has access to a range of external agencies that can provide additional support or advice in order to meet a child's needs. You will always be consulted before a referral is made. Parents can also seek advice from the school about any referrals they would like to make.

These agencies include:

- Multi-Agency Support Team (MAST) - Plymouth Learning Partnership
- Communication Interaction Team (CIT)
- Speech and Language Service (SALT)
- Educational Psychologist (EP)
- Outreach support from Special Schools
- Plymouth Advisory Team for Sensory Support
- Child and Adolescents Mental Health Service (CAMHS)
- Mental Health Support Team (MHST)

More information about the **Local Authority's Local Offer** for children and young people with SEN and their families as well as the above services can be found on the [Plymouth Online Directory](#) (POD) or by visiting [Plymouth Graduated Approach to Inclusion](#).

What training do the Manadon Vale staff have around SEN?

- All members of the school staff are trained and supported to improve the quality of teaching and learning for all children, including those with SEND. This includes whole school training on SEN issues, such as communication and interaction concerns, Autism Spectrum Condition (ASC), speech and language difficulties, specific learning difficulties, and supporting children with social, emotional and mental health needs.
- All teaching staff have undertaken Trauma Informed Schools (TIS) training.
- We regularly refresh our knowledge through In-Service Training (INSET) sessions.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. We can also refer to advisory teachers who can visit and train the relevant staff if there is a child in the class with specific needs.
- Our SENDCo is a qualified teacher who has the skills and experience required to work with and support staff and children who have SEND. She has completed the Postgraduate Qualification in Special Needs Co-ordination. Our SENDCo attends the

termly SEND updates from the Local Authority and regularly goes to relevant SEND network meetings.

How do parents/carers and children with SEN share their views and concerns?

- We value the relationships we have with parents and carers and recognise the importance of working together to secure the best possible outcomes for all children. Teachers and Teaching Assistants are available at the end of every day to discuss any concerns or to book a meeting.
- We hold regular Progress Review Meetings with parents/carers and class teachers where targets, support arrangements and progress are discussed.
- Individual Education Plans (IEPs) are reviewed with parents/carers and children each term.
- Annual Reviews are held for children with an EHCP (Education, Health and Care Plan) every 12 months. Some children with an EHCP may also be invited to take part in a Person-Centred Planning (PCP) meeting as part of their transition to secondary school.
- Children's views are heard at School Parliament meetings and through Pupil Voice interviews.
- Children are supported in participating in their Team Around Me (TAM) meetings when appropriate.
- Parent/carer views are collected through surveys and questionnaires.
- There are also opportunities for parents and carers to attend workshops and 'catch up' sessions with the SEND team and other agencies throughout the year.

How will the school evaluate the effectiveness of provision for children with SEN?

- The effectiveness of SEND provision is monitored throughout the year.
- Children's progress towards achieving targets on their Individual Education Plan (IEP) is monitored by the class teacher, parents/carers and SENDCo.
- In addition, the Headteacher, SENDCo and members of the School Leadership Team will monitor the progress children with SEND are making in reading, writing and maths on a termly basis. Alongside this, they will look at the how successful the SEND provision has been in securing this progress.
- For children in the Early Years Foundation Stage, progress will be monitored throughout the year by the class teacher, EYFS Leader, SENDCo and School Leadership Team using the Foundation Stage Curriculum. Some children will also have a SEND Early Years Developmental Journal (as required).
- Regular checks on written work and lesson observations will be carried out by the SEND team and other members of the School Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

How accessible is the school for my child with SEND?

The school is fully compliant with Disability Discrimination Act (DDA) requirements and is on a split-level with easy access, lifts and double doors. There is a disabled toilet. We ensure that wherever possible, equipment used is accessible to all children regardless of their needs. After-school provision is accessible to all children, including those with SEND. Extra-curricular activities are accessible for children with SEND.

Manadon Vale's accessibility plan is available here [Accessibility Policy and Plan 2024-27](#)

How will you support my child's emotional and social development and mental health needs?

We provide a wide variety of pastoral support for all children. This includes:

- All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support this development.
- Our staff are always alert to any child who seems unhappy, including at playtime and lunchtime and will report to the class teacher if they are concerned. A member of staff will listen to your child, and the class teacher will consult with parents.
- Our Pastoral Support Worker is available to listen to your child share their worries or concerns.
- Our Family Support Advisor is available to listen to any concerns that you may have about your child's happiness and well-being. She can liaise with the class teacher or the Pastoral Support Worker on your behalf.
- Your child may access our emotional literacy support programme, which involves specific interventions and nurturing support to support the development of emotional and social skills.
- Our playtime STAR group supports children in building social confidence and playing co-operatively and is supervised by our Pastoral Support Worker.
- Our Lunchtime Club provides the opportunity to eat in a small, supervised group followed by outdoor play with a Play Leader.

What happens when my child moves from class to class or to another school?

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- The SENDCo will visit pre-school settings with the EYFS Leader when appropriate. Some children may require an Enhanced Transition Plan, which ensures that staff can plan ahead for individual needs.
- We use the Plymouth Transition Portal to receive information from pre-school settings each year.
- All children are given a Transition Booklet to support them during their transition from pre-school.
- Your child will be able to visit our school and stay for a taster session, if this is appropriate.
- Parents can contact the school to arrange to meet with the SENDCo.

If your child is moving to another school:

- We will contact the school SENDCo and ensure that they know about any special arrangements or support that may need to be made for your child. Where possible, a planning meeting will take place with the SENDCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible. This includes ensuring information is shared on the Plymouth Transition Portal, for children moving into Year 7.

- If your child would benefit from a Transition Booklet to support them in understanding moving on, then one will be made for them.
- Additional visits to the school may be arranged.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. IEPs will be shared with the new teacher. Support staff meet together to pass on detailed information about the needs of individual children in their care.
- All our children receive a Transition Booklet, to help them with moving into a new class at the end of each academic year.
- Parents may be invited to meet with the new class teacher, prior to their child moving class, to allow them to share their understanding of their child's needs.

Who can I contact if I am not happy with the support my child is getting?

- You can talk to your child's class teacher.
- You can meet with the SENDCo.
- You can meet with our Family Support Adviser.
- You can meet with the Headteacher.
- If you feel you need to make a complaint, then a copy of our Complaints Procedure can be obtained from the school office.

Reviewed October 2026

Ruth Kimberlee