

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.

What is a Special Educational Need?

The Special Educational Needs and Disability Code of Practice: 0-25 years (DfE, 2015) defines SEND in the following way:

"A child or young person has SEND 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."

Aims

At Manadon Vale Primary School we believe:

- All children should have a broad and balanced education, which is planned to ensure there are high expectations of all children, enabling them to achieve their best and make as much progress as possible
- In integrating all children with Special Educational Needs into mainstream school
- The education of children with Special Educational Needs is a whole school responsibility; all class teachers are teachers of children with Special Education Needs
- Parents/carers should be involved in planning the support for their child
- In listening to each child's views about their needs and development and, according to their developmental understanding, encouraging them to have ownership of strategies put in place to support them
- In following the procedures set out in the SEND Code of Practice: 0-25 years (DfE, 2015)

Role and Responsibility of the SENDCo

The Special Educational Needs Co-ordinator is responsible for:

- Overseeing the day-to-day operation of the school's SEND Policy
- Developing and reviewing the school's SEND policy and SEND Information Report
- Co-ordinating all the support for children with special educational needs or disabilities (SEND)
- Liaising with parents/carers of children with SEND
- Liaising with outside agencies who may come into school to help support children's learning e.g. Speech and Language Therapy, Educational Psychology etc.

- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of pupil's progress and needs are kept and shared with staff as appropriate
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible
- Liaising with early years providers, other schools or potential next providers of education, to ensure that pupils and their parents are informed about options and a smooth transition is planned

At Manadon Vale Primary School the Special Educational Needs and Disabilities Co-ordinator is Ruth Kimberlee, who holds the Postgraduate Qualification in Special Educational Needs Co-ordination.

Role and Responsibility of the Class Teacher

All class teachers are responsible for:

- Providing high-quality teaching for all children in their class, including those with SEND, as part of their universal provision
- Using a wide variety of adaptive strategies to ensure that all children can access learning
- When needed, writing, monitoring and reviewing Individual Education Plans (IEPs) that include SMART targets
- Sharing IEP targets with parents/carers and children so that they can be involved in planning and reviewing them as appropriate
- Monitoring the progress of all children and providing targeted or specialist support when required (support staff or external agencies may also be involved in this process)
- Providing interventions or additional support that follow an assess/plan/do/review cycle
- Keeping careful records of progress made by tracking interventions on the Provision Map
- Adopting a child-centred approach, that may include personalised learning/bespoke curriculum to meet individual need (this will be carried out with support and guidance from the SENDCo and other multi-agency professionals)
- Tracking the progress and achievements of all children, including those who are working well-below the EYFS curriculum (SENDIT Developmental Journal)
- Raising concerns with the SENDCo about individual children as required
- Ensuring that the school's SEND policy is followed in their classroom and for all children that they teach with SEND
- Writing One Page Profiles with children who require it to ensure that all staff are aware of individual needs

Role and Responsibility of the SEND Governor

The SEND Governor should:

- Monitor the effectiveness of the SEND Policy within the school by regularly meeting the SENDCo
- Do their best to ensure that necessary provision is made for any pupil with SEND
- Monitor the progress made by children with SEND in comparison to those without SEND
- Have regard for the SEND Code of Practice (DfE, 2015), when carrying out their duties towards all pupils with SEND
- Report back to the governing body any changes to the policy

The Governor responsible for Special Educational Needs is Paul Burton.

Identification of children with SEND

Manadon Vale follows Plymouth's Graduated Approach to identifying children with SEND. Through daily observation of children's learning, internal assessments and end of term tests, class teachers, alongside the SENDCo, will identify children who may potentially need extra support in specific areas. A Concern Form and Quickchecker Form will be completed, which will then be discussed with the SENDCo and the child will be added to the Concern List and monitored.

At this point, it is the class teacher's responsibility to consider any adaptations/adjustments which may need to be made to the curriculum or strategies which may need to be in place to offer further support to the child. This may be done with advice from the SENDCo or other members of the SEND team.

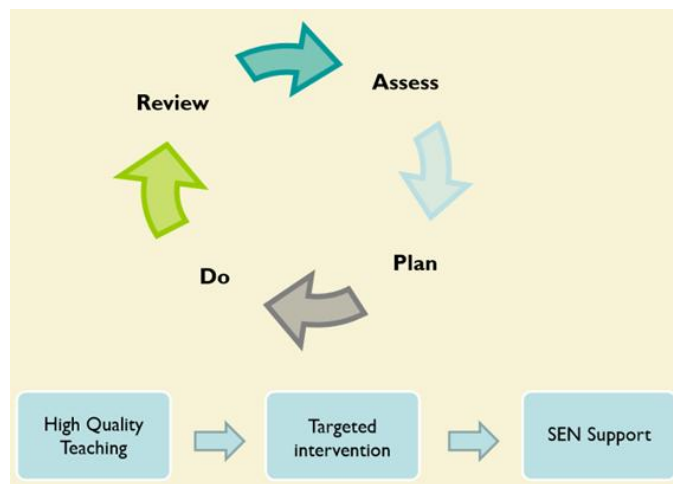
The progress of the child is carefully monitored by the class teacher at Pupil Progress Meetings. If the strategies put in place are not having an impact over a period of time, then further discussions will take place involving the class teacher, SENDCo and parents/carers, to make a decision about identifying the child with SEND.

The provision of Special Educational Needs at Manadon Vale is identified by looking at the following areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical needs

These may present with a varying degree of difficulty. An individual child may have a need in one or more of these four areas.

When it is decided a child does have SEND, they will be added to the school's SEND register. An Individual Education Plan (IEP) will usually be written for the child and reviewed in collaboration with the class teacher and parents, using an 'Assess, Plan, Do, Review' approach.



This support is part of a four-part cycle in which earlier actions are revisited, refined and revised, and is known as the graduated approach. The graduated approach is a flexible model of support for children with SEND.

Some children may not require an IEP, and a One-Page Profile (OPP) may be used instead. In all cases the decision around what provision to put in place will be in response to a child's individual need.

The SEND Pathway

The SEND Pathway is used as guidance for planning support for children with SEND.



Step 1: Single-agency response

Every class teacher is responsible for teaching and providing support for children with SEND within their class. They will be supported by the SENDCo. The child and parent/carer will be regularly involved in planning this provision and an Individual Education Plan will be written (IEP). Progress will be regularly checked, monitored and reviewed. In some cases, the SENDCo (or member of the SEND team) may also carry out a 'screen' to check for potential risk of particular difficulties (for example dyslexia, dyscalculia).

Step 2: Early SEND Request for Involvement

If a pupil is identified as needing some specialist support to be provided by a professional outside school, then a referral may be made to a range of professionals including Speech and Language Therapists, Educational Psychologists etc. Alternatively, parents may be advised to contact their GP in regard to health concerns. The child and parents/carers will be involved in the planning of this provision.

Step 3: Team Around Me/ Multi-Agency Support Plan

If there are a range of multi-agencies involved, then a multi-agency 'Team Around Me' meeting will be arranged with the parents/carers and child (where appropriate) to give the opportunity to share information and plan together. A Multi-Agency Support Plan will be written, which will include advice from all services involved. This will be regularly reviewed with parents/carers and all professionals involved. A person-centred approach will be used for 'Team Around Me' meetings, with the views of the child taken into consideration and acted upon.

Step 4: Assessment for an Education, Health and Care Plan

When a child's needs are deemed to be significant and long-term, a request will be made to the Local Authority (LA) for Statutory Education, Health and Care Needs Assessment (EHCPNA), this will be done alongside parents/carers and all professionals involved. Not all EHCP needs assessments will lead to an EHC Plan. The information gathered during an EHCP needs assessment may indicate ways in which the school can meet the child's needs without an EHCP. The whole process of an EHCP needs assessment and EHC plan development until the final draft plan is written, should take no more than 20 weeks.

Step 5: An Education, Health, Care Plan

Following the assessment, an Education, Health and Care Plan may be written by the LA for the child. The targets on the Education, Health and Care Plan will form the basis of the child's Individual Education Plan. This statutory document will be reviewed annually in an 'Annual Review' meeting. If significant changes occur, then an interim review may be called.

Involving Parents, Carers and Pupils

We actively seek to involve children and their parents in discussions about strategies and interventions which could meet their SEND.

Children who need them are involved in creating their own One-Page Profile. This document identifies what is important to the child from their point of view and outlines their strengths and qualities from other people's views as well as noting how they like to be supported. Children can attend their Team Around Me meetings if they wish and prior to their meeting can spend time with a member of the teaching team preparing to share their views.

Parents/carers are involved in all aspects of planning for their child with SEND and we value their contributions. We discuss any concerns raised within school with parents and similarly parents are encouraged to express their own concerns to the school. We will examine the concerns raised, the difficulties and strengths of the child, the parent's perspective and agree outcomes for the child and next steps together.

Our Family Support Adviser, Jo Stapleton, is available to support parents/carers at meetings held internally and externally to school. Parents are regularly sign-posted to [Plymouth Information, Advice and Support for SEND](#) (PIASS) for a wide-range of impartial advice. More information about Plymouth's Local Offer can be found on the [Plymouth Online Directory](#) (POD), or by visiting [Plymouth Graduated Approach to Inclusion](#).

The Manadon Vale SEND Information Report provides further information for families about SEND provision and is published on the school website. It is reviewed annually.

Reviewed: October 2026

Agreed by Governors: scheduled for December 2025