

Inclusion Overview 2024 to 2025

Our Ethos and Values:

At Manor Wood Primary School, we embrace every individual and empower all pupils to reach their full potential. We cultivate a school environment, culture, and curriculum that challenges stereotypes and celebrates diversity in all its forms. Our approach to SEND focuses on difference, not deficit, championing pupil voice and ensuring their goals and aspirations drive our support. We believe in building upon children's strengths to overcome learning barriers, and we are committed to fostering a culture of respect, understanding, and high aspirations for all students with SEND

Current Context:

Manor Wood Primary School continues to prioritise SEND within its School Improvement Plan, recognising the increasing number of pupils with SEND and maintaining a commitment to providing outstanding provision in the evolving educational landscape.

The percentage of pupils with SEND remains above the national average, as does the number of pupils receiving additional funding. While the number of Education, Health and Care Plans (EHCPs) is currently lower than expected, this is primarily due to recent FFI changes and associated delays in EHCP issuance. We anticipate the number of EHCPs will rise to above the national average upon completion of the FFI conversion process.

Communication and interaction are the primary areas of need across the school, evidenced by the significant number of pupils receiving E Band funding. Cognition and learning represent the second largest area of need, predominantly encompassing pupils with a diagnosis of dyslexia.

Pupils are placed on our SEND register when they have a diagnosed need and/or are receiving a range of targeted and personalised support. Recognising the unique needs of each pupil, careful consideration is given in collaboration with staff and pupils before any entry onto the SEND register.

Our school is committed to inclusive education, supported by a large and highly skilled team. We dedicate significant time to SEND within our staff meeting schedule, providing whole-school training and fostering collaborative planning to ensure effective assessment and provision for all students. We also prioritise targeted training for staff working with children who have specific medical or complex needs, ensuring they receive the specialised support required.

School Characteristics:

The number of pupils on the SEND register does fluctuate throughout the year. This is due to children's changing needs / new needs identified and due to mobility.

	2021 to 2022	2022 to 2023	2023 to 2024	2024 to 2025
Total number of children on school roll (excluding nursery)	431	429	420	421
Number of children on SEND register for this period.	105	106	98	91
Number of children with EHCPs	5	6	3	1
% of children on school roll SEN	24.4%	24.7%	23.3%	21.6%
National average % of children on school roll with SEN	12% SEN Support 4% with EHCP	13% SEN Support 4.3 % with EHCP	13.6% SEN Support 4.8% with EHCP	

Education Health and Care Plan 2023 to 2034

	Number
Number of EHCP applications currently in progress	5
Number of EHCP applications planned for next year	Following the LA's plan for transitioning from FFI to EHCP EHC1 referrals will be made for pupils without FFI funding and pupils who need the EHCP process now (2)
Number of pupils with FFI funding	34

Breakdown of SEN register by primary category of need

The primary category of need is determined by what the pupil needs the most support with at school.

	2021 to 2022	2022 to 2023	2023 to 2024	2024 to 2025
Communication and interaction	65	53	53	52
Cognition and learning	33	45	37	29
Social, emotional and mental health difficulties	6	6	5	5
Sensory and/or Physical	1	2	2	4

	2023 to 2024	2024 to 2025
Medical	1	1

Spread of needs across year group

	2021 to 2022	2022 to 2023	2023 to 2024	2024 to 2025
Nursery on SEND register	8	2	4	
Reception on SEND register	13	8	9	5
Year 1 on SEND register	14	12	10	8
Year 2 on SEND register	15	11	14	10
Year 3 on SEND register	15	18	16	14
Year 4 on SEND register	11	17	16	19
Year 5 on SEND register	10	12	18	18
Year 6 on SEND register	19	21	15	17

Funding Arrangements:

The funding for the financial Year April 23 to March 2024

	2023 to 2024
Notional funding received by school	£123,860.96
Number of pupils for whom top up (element 3) funding is being claimed	34
Total funding received by school (top up funding, element 3)	£227,244.00
Total delegated SEND funding received by the school (elements 1,2 and 3)	£351,104.96
Total number of pupils who are eligible for SENDIF Funding	11

Staffing:

	Number of Staff	Time
Nursery SENDCO	1	2 ¼ hours per week
R to Y6 SENDCO	1	3 ½ Days
Assistant SENDCO	1	1 ½ Days
SEND Officer	1	4 Days
Play Therapist	1	1 day
Teaching Assistants	29	Mainly full time
ECAR Teacher and Dyslexia Assessor	1	4 Days

Staff Qualifications Relating to SEND:

	Qualifications
SENDCO	Post Graduate Certificate in SEND
SENDCO	Tier 3 STARS Training
Play Therapist	Post Graduate Diploma in Play Therapy registered with PTUK
Dyslexia Qualified Member of Staff	Level 7 specialist teacher

Training Accessed	Purpose	Staff
Tier 2 STARS Training	Develop awareness and understanding of Autism	SENDCO and SEND Officer
STARS Exclusion Training	Support pupils struggling to attend school	SENDCO and Assistant SENDCO
SEND Conference	Linked to ADHD / Executive Functioning and Therapeutic Classrooms	SENDCO and SEND Officer
EP Cluster training: Scaffolding Thinking and Learning	Strategies to support universal provision with regards to scaffolded learning.	SENDCO and SEND Officer
Team Teach	Support with de-escalation and positive handling	11 Members of staff
Epilepsy training, including administration of recovery medicine	To develop understanding of Epilepsy and how to support children with Epilepsy.	17 Members of Staff
Diabetes Training	To develop understanding of Diabetes and how to support children with Diabetes.	9 Members of staff
Three Day DSL Training	Safe Guarding Training	SENDCO

Relevant Data Sets:

Phonics Screening Y1 2023:

5 /9 (56%) of SEND pupils passed the test (of those who took the test)

2 more pupils passed the phonics retake in Y2 (of those who took the test)

2 pupils were unable to take the test.

Phonics Screening Y1 2024:

5/10 (50%) of SEND pupils passed the test.

1 pupil was unable to sit the test.

Foundation Stage:

EYFS GLD 23 to 23		
	School	National
All	77%	67.7%
SEND	13%	19.8%

KS2 SATS Results						
	ARE + SEND	GD SEND	Are + ALL	GD All	National SEND	National All
Reading	64%	29%	85%	38%		
Writing	93%	7%	93%	35%		
Maths	50%	14%	76%	33%		
RWM	50%	14%	72%	16%	20%	61%

Exclusions:

Total number of permanent exclusions (all pupils)	0
Total number of fixed-term exclusions (all pupils)	0
Total number of permanent exclusions (SEND cohort)	0
Total number of fixed-term exclusions (SEND cohort)	0
Total number of school days lost to fixed-term exclusions (all pupils)	0
Total number of school days lost to fixed-term exclusions (SEND cohort)	0

Alternative Arrangement:

Number of SEND pupils who are on a reduced timetable	1
Number of SEND pupils receiving their education off-site	0
Number of SEND pupils who are being taught out of their chronological cohort	3

The quality of teaching and learning:

We have focused on building strong universal provision to foster inclusive learning, allowing all pupils to engage in whole-class lessons. Our staff's understanding of neurodiversity empowers them to make necessary lesson adaptations. Pupil passports facilitate shared understanding of individual strengths, barriers, and support needs. Our commitment to inclusive practices is evident in consistent whole-class provision, including visual timetables, steps to success, assistive technology, regulation strategies, transition adaptations, and Colourful Semantics.

Key Areas for Development Next Year:

Continue to close the gap in attainment – to focus on independence.

Provide staff with training around 'Scaffolding and Self-Regulating Learning'. This is in preparation for a reduction in adult support and to further provide our pupils with the best outcomes when leaving us.

The use Zones of Regulation as Whole School Provision alongside interventions

Transition from FFI funding applications to EHC1 referrals.

The further develop the break out spaces (Dark Room, Quiet Room, Discovery Room, The Studio and Mentor Room).

Preparation for Change:

The upcoming changes to SEND funding arrangements will inevitably impact our school, potentially leading to a reduction in available resources for SEND students. We are strategically transitioning away from consistent one-to-one support provided by the same adult, and moving away from the terms 'general' and 'SEND' teaching assistants. Instead, we are empowering teachers, in collaboration with phase leaders, to determine the most effective deployment of adult support within each phase to meet the needs of all children. While we have always operated as a collaborative team, this shift represents a new approach to support. This will be implemented gradually, accompanied by targeted training to further develop adults' skills in fostering independent learning. Currently, the highest levels of additional support are allocated to Reception, Year 1, and Year 3. The lowest levels of additional support are allocated to UKS2.