



SEND Information Report 2026–2027

Head of School	Mrs Tamara Sterck
SENDCo	Mrs Hannah Oram
Family Support Worker	Mrs Tina Hill
Chair of Governors	Mrs Anna Jackson
SEND Governor	Mrs Eve Summers

Our school's approach to supporting children with SEND.

Manor Park First is a two-form entry school and is part of the Wessex Multi-Academy Trust. We are an inclusive, mainstream school and strive to work closely with families to provide a tailored programme to support the needs of our children with SEND. We have a designated SENDCo who coordinates provision for the children across the school and monitors their progress and development. We believe that the emotional and social needs of a child are equally important. To support this, we have a full time Family Support Worker and an emotional literacy support team (ELSA) available daily to work with children and their families. We have a range of children with different educational or medical needs. All our staff have access to specific training to meet the needs of the children they are working with daily.

We prioritise quality first teaching, where all children's needs are met and they can make sustained progress. Our SEND policy is built around a graduated response where we follow an assess-plan-do-review cycle to accurately identify children's needs. This is in line with the SEN Code of Practice.

Catering for different kinds of SEND

We are an inclusive school and aim to support children achieve the best possible outcomes. We support children with a range of SEND needs, such as those listed below.

Cognition & Learning

- Specific learning difficulties, such as a dyslexic profile

Communication & Interaction

- Speech and language needs
- Autistic Spectrum Condition
- Sensory Processing Condition

Social, emotional and mental health

- ADHD
- Attachment
- Trauma

Physical and sensory needs

- Medical conditions
- Vision or hearing impairment

We recognise that children may have additional needs, despite not having specific educational need. These arise from many different situations, including life circumstances, and we strive to identify these needs and support as best we can.

Key staff and expertise

Your first point of contact is always your child's class teacher although there are a number of staff however, who may work with your child or support in the provision for your child. The details for the school SENDCo are below.

Name of SENDCo	Email address	Phone number
Mrs Hannah Oram	office@manorpark.wessex.ac	01305 268741

Securing and deploying expertise

We meet regularly with the Dorchester Locality SEND team hold a Joint Planning Meeting at least twice a year. This is also attended by Specialist Teachers and the Educational Psychologist. The meeting helps us assess the support children are receiving and where additional advice and assessment is needed. Other professionals we work with include Speech & Language Therapists and Outreach support from local Specialist Provision settings. Where necessary, we refer to the School Nursing Team or the Children's Centre for neurodevelopmental diagnostic assessments.

We are continually striving to build expertise within our school and staff attend training to enhance the provision we can offer.

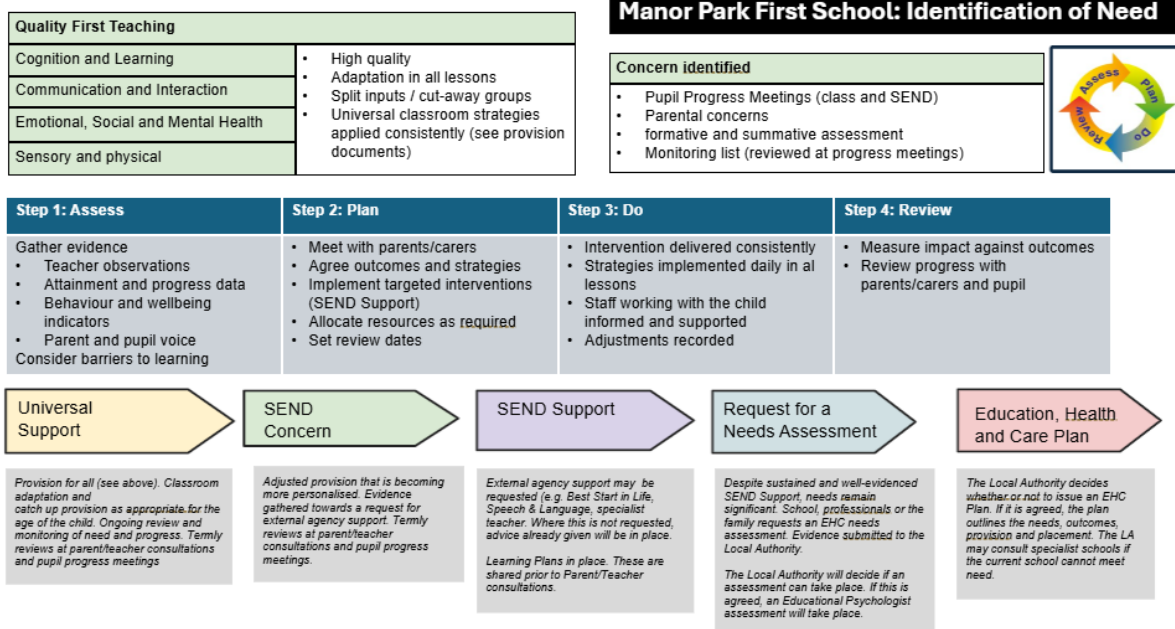
Equipment and facilities

Our school is a practical space where we aim to meet the needs of all the children in the school. The whole school is accessible in a wheelchair and disabled parking is also available. Accessibility toilets are also available. The school is currently developing its provision to meet the needs of children with Sensory Processing Needs. We recognise some disabilities are hidden and make reasonable adjustments to ensure the school is accessible.

Identifying and assessing pupils with SEN

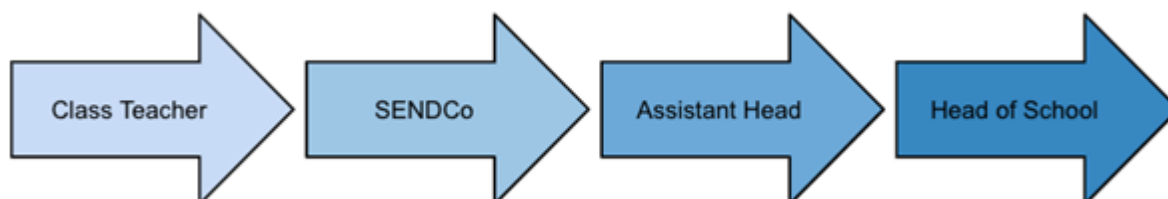
In line with the SEN Code of Practice, we follow a Graduated Approach when identifying needs. This involves assessment, providing intervention and reviewing the impact. We welcome input from families throughout. Where a higher level of support is needed and with your permission, we will seek advice from external specialists. As a parent or carer, you will be an important part of this decision-making process.

Following school policies, such as SEND and behaviour, we adopt a graduated approach for the four categories of additional needs (Cognition & Learning, Communication & Interaction, Social Emotional and Mental Health, and Physical & Sensory).



The progress of every child within our school is monitored regularly by the class teacher, School Leadership Team and SENDCo. Any child we feel is not making the expected progress will be identified and support put into place to help them - this might be a short-term need or on occasions a longer-term programme is required.

The first person to speak to if you think your child may have SEND is your child's class teacher. They are the person in school who knows your child best and will be able to advise you on how they are progressing and share any areas that they may be struggling with. A meeting can then be arranged between yourself, your child's class teacher and the SENDCo to discuss how the school can further support your child.



Consulting with pupils and parents

Pupils

We encourage children to be active learners and firmly believe that engagement and being to share their voice is essential to achieve the best outcomes and where appropriate, for children to be a part of the meetings that take place. In class, we develop children's abilities to reflect and self-assess, thereby encouraging them to be an active participant in their learning.

Parents

Children with SEND are best supported when both school and home have an open, supportive and effective partnership. We welcome your involvement in all aspects of your child's education, from helping in class, on school trips and attending progress meetings about your child. Supporting your child at home with their current targets is also very helpful.

In addition to our bi-annual parents' evenings we also operate an open-door policy meaning that you can come in at the end of the day to talk with your child's class teacher or arrange a mutually convenient time. All families are also be invited to book a meeting to discuss your child's progress and provision with the class teacher and SENDCo which take place on a termly basis.

Involving key stakeholders

We work closely with, or signpost to, a range of organisations to ensure children and families can access the support available. These include:

- Dorchester Locality SEND team
- SENDIASS
- Family support groups (for example Action for Children)
- Early Help
- School Nursing team
- Dorset County Hospital (Children's Centre)

Progressing towards outcomes

As part of the school's Assessment Policy, staff working with your child assess and adapt daily lessons to meet needs. Teachers meet at least once a term with the SENDCo to review the progress children with SEND are making. Individual targets are reviewed or set, in line with advice from professionals who work with your child. Class teachers will share the progress with you at Parent Teacher consultations.

In cases where an outside professional is supporting, we meet with the family for a Joint Action Plan. During this meeting we will work with you to set targets for your child and as part of this we will look at the types of resources which are needed to help your child to achieve these.

We hold a Progress Review at least once a year for children who have an Education, Health and Care Plan with those involved in supporting the child as well as the family. The overall outcomes are broken down into small steps to track progression and the impact of support given.

Transition Support and working towards independence

As a school, we firmly believe that straightforward, consistent and well-embedded routines enable the children to feel safe and secure and as a result will grow in independence. Within school, children stay in class groups throughout their time at Manor Park. This supports the transition process and in developing secure relationships with peers.

Any learning plan written will consider how to work towards increasing children's independence. We understand that every child is different and therefore we want to work closely with you to ensure that as a school we are promoting independence whilst still ensuring your child feels safe and secure in our care.

Our Preschool develops children’s awareness, confidence and security of the main school throughout the children’s time with them, enabling a confident transition. Our school works closely with the local Middle Schools to ensure a smooth transition for all our children, with an additional focus on those children with SEND.

Teaching Approach

We adopt a reflective approach to teaching and learning and adapt swiftly to meet the needs of children. This is an inclusive approach and allows teachers to cater for a wide range of needs and starting points. We encourage children to be active, curious and engaged participants in their learning, able to reflect on successes and how to improve.



Inclusivity in activities

Our aim is to include all our children in every learning activity both in and outside our school setting. For the majority of children this will mean that they will be able to take part in all of our trips and visits, and risk assessments will be carried out prior to these in order to ensure their needs are catered for.

Supporting emotional and social development

As a school, we firmly believe that straightforward, consistent and well-embedded routines enable children to feel safe and secure, thereby improving outcomes. Staff work hard to build positive and trusting relationships with children and families. ELSA sessions, outdoor learning and Lego therapy groups are also run across the school to support children who may have emotional or social needs. We follow the Hamish & Milo programme where children need more focussed support and have a Certified Mental Health and Trauma Informed Practitioner. Our Family Support Worker has an excellent relationship with a range of local groups including Early Help. She is able to make referrals or signpost families to the most appropriate support group.

Handling Complaints

In the first instance any concerns should be addressed to your child's class teacher. If the concern is not satisfactorily resolved, you may want to arrange a meeting with the SENDCo or the Head of School. Complaints can be escalated further by following the school's complaints policy which is available on the school website or via the school office.

Local Offer

If you require any further information or have any questions regarding our Local Offer please do not hesitate to contact the school SENDCo, Mrs Hannah Oram, via the school office. A copy of our [Local Offer](#) can also be found on the Dorset Council website.

Named Contacts

Name	Role	Email address	Phone Number
Anna Jackson	Chair of Governors	office@manorpark.wessex.ac	01305 268741
Eve Summers	SEND Governor	office@manorpark.wessex.ac	01305 268741
Tamara Sterck	Head of School Designated Safeguarding Lead	office@manorpark.wessex.ac	01305 268741
Hannah Oram	SENDCo Designated Teacher (CIC / PLAC)	office@manorpark.wessex.ac	01305 268741
Tina Hill	Family Support Worker	office@manorpark.wessex.ac	01305 268741
TBC	Dorchester Locality SEND Provision Lead	send-dorchesterwest@dorsetcouncil.gov.uk	01305 224220

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