MANOR GREEN SCHOOL

Excellence for All

SEN Report 2021-2022

This report explains how we meet the needs of students with identified SEND (Special Educational Needs and Disabilities). This document is useful as a point of reference for parents who have questions about how their child's needs will be met in our school. The report is split into categories exploring topics such as the provision that we offer, assessment techniques, communication, and well-being.

Manor Green School is in the Cox Green area of Maidenhead. It caters for students from many local authorities including, The Royal Borough of Windsor and Maidenhead, Buckinghamshire County Council, Reading Borough Council, Slough Borough Council, Wokingham City Council and Bracknell Forest.

We are a very warm and welcoming school, with caring and highly skilled staff that are committed to supporting the holistic education of all our students. We pride ourselves on our positive atmosphere and aspire to be a place where young people and staff alike can flourish, learn and be happy. We value and encourage the support of parents/carers, professionals and friends, and we work collaboratively with other local, regional, national and international organisations.

The school has strived to achieve its vision and mission of providing *Excellence for All* ©. We use our Choose to Nurture Enterprise model to ensure this. Choose to Nurture Enterprise provides our curriculum with these elements:

- Choice Theory for personalisation
- Nurture for wellbeing
- Enterprise for preparation for adulthood.

At our school, we welcome students aged 2-19, who require specialist approaches to teaching and learning, due to a wide range of learning difficulties and/or disabilities.

We believe that all students should be given the skills to enable them to participate in their local, national and international community. We also believe that all young people should be able to have a successful and fulfilling life, which for many includes paid employment.

At Manor Green School we can offer all the support that a student will need to achieve the above goals, and we:

- Always focus on the individual needs of our young people
- Have a highly experienced and qualified staff team
- Have small classes with relatively high staffing ratios to allow personalised learning at all stages of education
- Provide a high-quality learning environment and experiences
- Raise students' self-esteem and confidence

- Provide opportunities for all young people to experience the community safely and successfully
- Make use of the outdoors to deliver some of our curriculum
- We encourage active learning and engagement.
- We work in a multi-professional way to ensure that therapeutic learning support is offered to students. This includes but is not limited to working in line with the guidance from speech and language therapists, physiotherapists, psychologists and other professionals that are involved in the personalised education of each individual.
- Use our expertise to help get all our young people "ready for life" to enable them to be successful in the outside world
- We have specialist facilities, including a state of the art building, large and airy classrooms, accessible facilities and playgrounds, a hydrotherapy pool, numerous sensory rooms and gardens, music facilities, wheelchair swings, basket swings, climbing frames, beautiful grounds - all in a secure and safe environment close to other schools and local community facilities

More information can be found at our website: **www.manorgreenschool.co.uk**

1. Support for children with special educational needs

1.1 Who will oversee and plan my child's education programme?

Our staff will oversee the education of your child whilst at Manor Green School. The Headteacher has a strategic overview of the educational provision of all young people in the school and has high expectations of staff. This ensures that appropriate and effective programmes of education are delivered.

The Headteacher is supported in this task by a team of leaders, as well as teachers and support staff. The line of accountability and communication is as follows:

Headteacher → Associate Headteacher → Head of Department → Cluster Leader → Teacher → Higher Level Teaching Assistant (HLTA) → Specialist Support Assistant (SSA), and Care Assistants

Heads of Department are accountable for the rates of progress across several classes of students. Cluster teams meet regularly to discuss work with students, and classes. Clusters are grouped by curriculum and age. The school is split into first school, middle school and upper school. Within this system we have Independence clusters, Towards Independence clusters, Early Years and a First School cluster, together with clusters specialising in Autism and Sensory curriculums. Class teams, led by the class teacher, meet regularly to discuss planning and personalised programmes for students. The class teams work closely with the Therapeutic Learning Support Team (Physiotherapy, Speech Therapy and Occupational Therapy and many others) to ensure that students' needs are met. The teams will also meet with other external professionals as needed for input into the student's programme. Parents/carers will be involved in discussions about their child's education, to help develop the most effective programme.

1.2 How will I be informed / consulted about the ways in which my child is being helped?

Parents/carers are kept informed in many ways. This includes:

- Each year we hold an annual review. For younger students in the Early Years' department we hold two meetings with parents.

- We involve parents/carers in meetings throughout the year to discuss progress and set and review Progression Plan targets. These meetings may be phone based, depending on parental preference.

- We also encourage parents/carers to telephone to discuss their child, or to make appointments with teachers.

- Each child has a Communication Book to facilitate communication between home and school. Parents/carers can opt out of this style of communication and agree an alternative form of communication, such as email, instead.

- In addition, our Family Adviser arranges regular coffee mornings and other events, where concerns can be discussed, and support sought.

- The school regularly films an update of events and activities happening in the school, and it shows children working in their classes

- We also have a comprehensive website at http://www.manorgreenschool.co.uk which has lots of useful information about the school.

- We have our official Facebook and Twitter page and encourage all parents/carers and friends to follow us there for daily updates and relevant articles.

1.3 How will the school balance my child's need for support with developing their independence?

At Manor Green School we are passionate about enabling all our young people to be as independent as possible. We may create a personal plan for our young people to develop their independence. Our curriculum has been developed focusing on increasing independence over time. Our staffing levels ensure that we can support every student to the level that they need. Our skilled staff can recognise where opportunities for independence can be developed, by withdrawing or limiting the support when necessary.

We will always work with parents/carers to plan areas of development for students' independence, so that everyone involved supports the student in school and at home. This is particularly important at the early and latter stages of school, where the transitions are bigger. As young people move through our school, we will develop independence skills by increasing expectations, including work placements/experience, Duke of Edinburgh Award, and travel training. Of course, this will be different for each student depending on their needs and skills.

Our aim is that every young person will leave our school as a well-rounded adult, with as much independence as possible.

1.4 How will the school personalise the curriculum to meet my child's needs?

We base our curriculum on the National Curriculum; however, we adapt it greatly to meet the needs of our students. We also have a sensory curriculu; we use SCERTS, and we are using the enabling enterprise curriculum. Our Choose to Nurture Enterprise curriculum and EHCPs are at the forefront of any decision we make about personalisation. There is no 'one-size-fits-all" in education. We adapt as professionals to enable all students to have access to education, which ensures progress in all areas. All our students have specific individualised targets, and personalised programmes. We work closely with other professionals, such as the Therapeutic Learning Support Tea,. to ensure that the young person's needs are being met. We have

regular progress meetings, where data is analysed to produce an overview of progress individually, across the class, and the cluster. If there are concerns, then the team will investigate and put in place interventions to aid progress. These interventions are reviewed regularly to ensure that they are suitable.

Students will have Progression Plan targets set each term and staff will work hard to ensure that these are met and put in place interventions should progress not be as rapid as expected. Consultation with young people and parents/carers will ensure that plans are followed at home as well as in school, so that more progress can be made.

1.5 What teaching strategies and approaches does the school use for children with learning difficulties, including autistic spectrum disorder, hearing impairment, visual impairment, speech and language difficulties and physical disabilities?

Our teaching is adapted to meet the needs of the individual. Small class sizes and staff ratios enable us to do this effectively. We constantly assess our students' progress and put in place interventions as required. We train individual class staff on the specific needs of their students. We also use whole school training to enable all our staff to learn and develop their professional practice.

We run a very comprehensive Continuous Development Programme (CPD), which runs for two twilight sessions each week. The training covers many aspects of learning and intervention. Examples include the following:

- Induction for new staff
- Differentiation
- Assessment for Learning
- Makaton
- Total Communication
- Phonics and reading development
- Maths intervention
- Specific therapy training
- Autistic Spectrum Conditions
- Speech and Language Support
- Hearing and Visual sensory impairment support (we work with the Sensory Consortium)
- PECS (Picture Exchange Communication System)
- Shallow Water Training (For staff who need to supervise our Hydrotherapy/Swimming sessions)
- Fire Safety
- Health and Safety
- Food Hygiene
- Minibus driving

1.6 What specific intervention programmes does the school offer and are these delivered on a one to one basis or in small groups?

The school offers several specific intervention programmes, amongst them:

- Literacy
- Numeracy
- Rebound therapy
- Alternative Augmentative Communication
- Sport teams

- Self-esteem groups

The above are accessible to individuals and groups and are adjusted dependent on the type of activity and needs of the students.

1.7 What equipment does the school provide?

We have a large amount of specialist equipment to enable our students to access the curriculum successfully. This includes from high-quality purpose-built classrooms, specialist equipment such as hoists and changing beds, switches and devices to aid communication, iPads and other devices to increase access to learning.

Examples of equipment we have purchased:

- Eye-Gaze tracking system
- iPads
- ICT Equipment
- Hoists and slings
- Communication aids including switches
  OT resources e.g. specialist cutlery

We always liaise with professionals and parents/carers to try and purchase equipment that will aid the learning and experience of our young people.

1.8 What special arrangements can be made for my child when taking examinations?

We ensure that when exams are being taken, appropriate special arrangements will be applied for and utilised. This may include the following:

- Extra time
- A reader
- A scribe
- A prompter
- Alternative fonts and layouts
- Use of laptops
- Scheduled breaks
- Coloured paper

2. My child's progress

2.1 How will the school monitor my child's progress and how will I be involved in this?

Manor Green School has a robust and clear monitoring programme to assess how each of our students is progressing. Moderation takes place every term to analyse progress for each student. If there are any concerns, the teams will be expected to look at additional or different interventions. These will then be put in place and monitored, so that we can ensure that each young person is given the best opportunity to make progress. We invite parents/carers to meet with teachers to look at progress and to review and set Progression Plans. We also encourage parents/carers to contact the class team if they have any concerns. Class teams will contact parents/carers when there is a concern in school.

Our person-centred annual reviews are another opportunity to examine progress against targets to ensure that everything is on track. Staff will use formative assessment in their

planning to ensure that each student is being supported appropriately in their learning. We will moderate our judgements on progress with other schools – both mainstream and special – to ensure accuracy. The Senior Leadership Team will review progress across the whole school using benchmarking tools to check that progress is on track. The Head Teacher and other school leaders report regularly to the Governing Body, and the Governors challenge and check that the school is doing all it can to promote outstanding learning and progress.

2.2 When my child's progress is being reviewed, how will new targets be set and how will I be involved?

At parents/carers meetings you will have the opportunity to be involved in reviewing your child's previous targets and in setting new targets. Partnership ensures that we can nurture our young people to make progress in their learning. Parents/carers are also encouraged to be involved in the review of the EHC Plan during the annual review.

2.3 In addition to the school's normal reporting arrangements, what opportunities will there be for me to discuss my child's progress with school staff?

Each year we will hold an annual review, where we invite parents/carers and any other relevant professionals. This is an opportunity to reflect on the previous year and to look at the progress that needs to take place to reach the objectives. We will invite parents/carers to meet with the class teacher to discuss progress, and to set and review Progression Plans. We also encourage parents/carers to phone if they have any queries or concerns. Every child has a Communication Book for home/school communication, and we are happy to communicate by whichever means a parent prefers, e.g. email, telephone, etc.

2.4 How can I help support my child's learning?

We strongly believe that we need to work in partnership with parents/carers to ensure that every young person has the utmost opportunity for success. We have very individualised programmes, and the teacher can advise the parents/carers on how they might help to progress learning at home. It is extremely valuable when parents/carers give us strategies used at home to help us to consistently implement these in school too.

2.5 Does the school offer any help for parents / carers to enable them to support their child's learning, e.g. training or learning events?

We have a very pro-active and highly skilled Family Adviser who works with families to help support various aspects of development including behaviour, anxiety, bereavement, and learning. Our Family Adviser runs training sessions for parents/carers on various aspects of learning and arranges appropriate topical speakers. Parents/carers are also invited to 'Coffee & Chat' mornings where they can discuss concerns and get support. Our English as an Additional language specialist also holds a 'Hum Jolly' group for parents/carers. All events are advertised throughout the year in the Key Diary Dates, on the school website and in reception.

2.6 How will my child's views be sought about the help they are getting and the progress they are making?

We believe it is essential that all our students are all involved in their own education. This will be done in a variety of ways, depending on their preferred mode of communication. We will ensure that we get views of all our young people for annual reviews, and older students will also be encouraged to attend and even present their own feelings and ideas. Students are involved in the planning of lessons, and the planning of their own learning, particularly

regarding their Progression Plan targets. This enables them to be fully aware of what they need to do to move on to the next level of learning.

2.8 What accredited and non-accredited courses do you offer?

We ensure that our young people leave our school with suitable qualifications to enable them to continue successfully into adulthood.

A list of courses that our young people can follow is as follows:

- ASDAN
- Functional Skills
- Sports' Leaders
- BTEC
- Duke of Edinburgh Award
- Entry Levels
- LASER Qualifications

We also create bespoke timetables for certain qualifications that suit the needs and skills of students. Where there are insufficient numbers of students to run a qualification, we will aim to secure it through our partnership with other local schools.

2.9 How does the school assess the overall effectiveness of its provision and how can parents / carers and young people take part in this evaluation?

We will assess the effectiveness of provision through the analysis of our students' progress, quality of teaching, behaviour and safety of the students, and the overall leadership and management of the school.

Our overall effectiveness will be judged against:

- School Development Plan targets
- Ofsted framework
- Any other national expectations.
- The class team, led by the teacher, will use formative assessment daily to assess where each child is in terms of their learning and their progress towards the next level.
- The teacher will record progress onto the school system so that it can be analysed.
- Staff will use student-centred approaches to ensure that students are involved in their learning.
- Parents/carers will be involved during parents/carers meetings.
- Student progress and moderation meetings take place six times per year and are led by a member of the Leadership Team. At the meetings Teachers discuss and analyse students' progress. If there are any concerns or issues, then the class team will look at appropriate interventions that can be used. Once an intervention is implemented it will be monitored closely and evaluated at subsequent Student Progress Meetings.
- School Progress Analysis: The Senior Leadership Team will analyse progress of all students throughout the year and report to governors at the Teaching and Learning focused meetings three times per year. Governors will ensure that there is rigour and will challenge anything that they have a concern about. Leadership will also carry out a final year analysis and report this to governors. Targets will be set each autumn for class teams to work towards.

We will also take on-board the following feedback:

- Students' views

- Parents/carers' views
- Staff' views
- Commissioners' views.
- Governors Feedback.

Every September the annual Achievement and Standards report is published for the previous academic year, summarising the student progress and the overall effectiveness of the school, and specifying priorities for the year ahead.

3. Support for my child's overall well being

3.1 What support is available to promote the emotional, behavioural and social development of children?

We place great emphasis on the holistic development of the young people at Manor Green School. All our staff are fully committed to the Choose to Nurture Enterprise Curriculum and are trained in a variety of methodologies to support social and emotional development. They are trained in TEAM TEACH and use positive behaviour approaches to enable all young people to be able to better regulate their social and emotional skills. It also ensures that the school is a calm and safe place. We have a very pro-active therapeutic learning support team (which includes our Family Adviser) who can offer individual support to students who are experiencing difficulties. We can also support families who may need some extra support at home with any emotional, behaviour or social issues.

We embed the nurture principles throughout the school. We ensure that classes are set up to be nurturing. Staff have been trained on the six principles of nurture and on the impact of different attachment styles. We also run breakfast clubs to ensure that children are not hungry, and that they are ready for the day ahead. We also have a Nurture Leader who works with all classes to ensure nurture is embedded throughout the school. She is part of our wellbeing team. Our Wellbeing team also includes the Head of Safeguarding and Wellbeing,. All staff have had safeguarding training and are taught our safeguarding procedures upon starting at the school.

3.2 What support does the school put in place for children who find it difficult to conform to normal behavioural expectations and how do you support children to avoid exclusion?

We have a personalised approach to behaviour in the same way that we approach all our learning. All our staff are trained in TEAM TEACH which is a positive behaviour management system used by many special schools in this country. It enables us to ensure that any behaviour difficulties are sorted at the earliest opportunity in a positive way. This may include writing a regulation support plan to ensure that every member of staff working with a young person knows what will work, and what not to do with regards to their behaviour. This helps to reduce occurrences of children going into crisis. Due to our personalised approach, we have a very calm school where students feel safe and can learn effectively. We focus on personal, social and emotional education to enable our young people to learn how to interact appropriately. We embed nurture throughout the school to ensure this is done effectively and use the Boxall Profile to track progress on social and emotional targets.

3.3 What medical support is available in the school?

We have a school nurse, who is available to support with all medical matters related to training. She is also able to liaise with medical professionals about any issues. We host regular clinics in school with a paediatrician. We have a variety of medical support professionals who visit the school in order to offer support to parents/carers, including a wheelchair clinic. Medical

practitioners are also used to train our staff for conditions such as diabetes care and epilepsy intervention.

3.4 How does the school manage the administration of medicines?

At Manor Green School we take the security and administration of medication extremely seriously. All medication that is to be administered in school is subject to a specific medical plan and is subject to our school policy. All staff in school are trained in administering medication by a qualified member of staff.

3.5 How does the school provide help with personal care where this is needed, e.g. help with toileting, eating etc.?

For students requiring personal care, staff are appropriately trained and ensure that any intimate care is carried out safely and with the utmost dignity. We offer support for any aspect of care that the young people in our care require. If appropriate, we will support toileting programmes and we will work closely with families to ensure success. We will always seek professional advice when required.

We work on developing independent eating skills at lunch and snack times. We realise that not all young people are ready for this, so we work with families and children to develop appropriate programmes. Lunches are always spent with members of the class team, and this enables us to ensure consistency in eating programmes. We will also work with dieticians and NHS therapists to ensure that the programme is effective.

4. Specialist services and expertise available at, or accessed by, the school

4.1 What external SEN support services does the school use, e.g. educational psychologists, teachers for hearing impairment, visual impairment and multi-sensory impairment etc.?

Manor Green School utilises the support of a multitude of agencies to ensure that we can support all our young people in the best way possible. The professionals that we regularly use are:

- CAMHS (Child and Adult Mental Health Services)
- Specialist Medical Consultants
- Social Services
- Disabled Children's Team
- CYPIT (Children and Young People's Integrated Therapies)
- Educational Psychology
- Sensory Consortium (support for hearing impairment, visual impairment, multi-sensory impairment)
- Therapists
- Parent Partnership
- Family Support Service
- Pastoral Support Team
- Early Help Team

If there is anything that you require, please contact the school.

4.2 What specialist support services are available from within the school?

We have many support services within our school as follows:

- Interventions' Team
- Head of Therapies
- Family Adviser
- Nurture Leader Communication Specialist
- Parent Support and Training
  Careers Advisor

If there is anything that you require, please contact the school.

4.3 What should I do if I think my child needs support from one of these services?

The best way to enquire about any of the support available is to contact your child's class teacher. The class teacher or a member of the team will be happy to advise you. Alternatively, you can contact our Family Adviser who will be able to advise you on available support and services and how to be referred.

4.4 How are speech and language therapy, occupational therapy and physiotherapy services provided?

Speech and Language Therapy, Physiotherapy and Occupational Therapy are delivered in school by school staff under guidance and training from NHS therapists. Some young people receive regular support directly from therapists. The Head of Therapies assesses the needs of individual children on admission and then, when required. Parents/carers can request an assessment by contacting the Head of Therapies at school.

4.5 What should I do if I think my child needs to be seen by a speech and language therapist, occupational therapist or physiotherapist?

The best way to enquire about any therapy service is to contact the class team who will be happy to help you. Alternatively, you can contact the Head of Therapies at school. The NHS therapy is provided by CYPIT and includes all the services for Physiotherapy, Speech and Language Therapy, and Occupational Therapy.

4.6 What arrangements does the school have for liaison with Children's Social Care services?

At Manor Green School we have all staff trained in safeguarding procedures. All staff know that if any concerns are raised then they must pass them onto one of the Designated Safeguarding Leads in school. In cases where a concern is raised, we may need to contact the child's social worker or the duty social team. The school will attend TAC (Team Around the Child) meetings and Child Protection Conferences to support children and families. Where appropriate we will invite representatives from Children's Social Care to annual reviews and other relevant meetings, to help support young people and their families.

Our policies and procedures can be found on our website: www.manorgreenschool.co.uk

5. Training of school staff

5.1 What SEND training is provided for teachers in your school?

At Manor Green School we run a rigorous training programme for staff, which runs during Monday and Tuesday twilight sessions each week. Mondays are usually reserved for team discussion time, and Tuesdays are reserved for formal training and development. Specialised training is also carried out at alternative times and may be offered by external providers. The

training we offer covers many aspects of learning and intervention. It is delivered by expert school staff and other professionals. Examples include the following:

- Differentiation
- Assessment for Learning
- Makaton
- Phonics and reading development
- Medical needs
- Feeding
- Manual Handling
- Team Teach
- Total Communication
- Maths intervention
- Autistic Spectrum Conditions
- Speech and Language Support - HI/VI sensory impairment support
- Communication
- A comprehensive induction programme.

- PECS (Picture Exchange Communication System)
- Shallow Water Training (For staff who need to supervise our Hydrotherapy sessions)
- REAL PE (a PE programme to enable all young people to be actively involved in sport)

5.2 What SEND training is provided for specialist support assistants and other staff in your school?

The staff at Manor Green School have a wide range of skills and qualifications. We encourage our staff to engage in training for their own professional development. We have a high uptake on voluntary courses. We have started to use online platforms such as Guide Education to provide additional training opportunities for staff.

5.3 Do teachers have any specific qualifications in SEND?

All our teachers have a recognised qualification leading to Qualified Teacher Status (QTS). Teachers also have experience and skills in various areas of special needs. We also participate in Schools Direct teacher training and PGCE training at Reading University. The school will send teachers on training that is relevant to their class.

5.4 Do specialist support assistants have any specific qualifications in SEND?

All specialist support assistants at Manor Green School are encouraged to work towards recognised qualifications through our own training programmes. In addition, support assistants will take part in other qualifications relating to their classes, and teams they work with, to improve their professional practice.

6. Activities outside the classroom including school trips

6.1 How do you ensure that all children can be included in out of school activities and trips?

At Manor Green School we believe that activities outside the classroom are essential in helping our young people to develop both their academic and social, and emotional skills. This statement should be read in conjunction with the Staff Handbook, Equal Opportunities Policy

Educational Visits Protocol and with the RBWM Outdoor Education Policy which can be found here; http://rbwm-education.rbwm.org.uk/Content/?documents#

All staff are aware of the Equalities Act, and we ensure that all young people experience trips and visits regardless of their abilities. Where appropriate we will take into consideration EHCP requirements when visiting settings off-site. We will differentiate activities, as we would with any learning activity, to ensure that everyone can have access and be included. We will also use transport that is adapted for our young people, who cannot travel in vehicle seats. If we plan a big school trip, then we will either organise an accessible coach or use our school minibuses.

6.2 How do you involve parents / carers in planning the support required for their child to access activities and trips?

When planning trips, we will try to involve parents/carers as much as possible to ensure that the young person gets the most out of the experience. This may involve some or all of the following:

- Communication of information through letters and communication books
- Parent briefing evenings
- Home visits
- Family Adviser
- Subsidising families whose children qualify for Free School Meals or are Looked After
- Giving notice in advance for parents/carers, so that costs can be spread over time.

We would also seek advice from parents/carers as they may have additional information for the requirements of their child on a trip.

7. Accessibility of the school environment

7.1 How accessible is the building for children with mobility difficulties / wheelchair users?

The school was built (in 2010) to accommodate children with mobility difficulties and wheelchairs. All corridors are wide, and all doors are wide enough to accommodate wheelchairs. We have hoists and slings to support students moving between equipment and positioning.

7.2 Have adaptations/improvements been made to the auditory and visual environment?

We work closely with the Sensory Consortium to gain advice about any specific requirements for students with sight or hearing difficulties. All staff have been trained in the use of Makaton, and this is used throughout the school to enable a total communication environment. We use Picture Exchange Communication System (PECS) where appropriate, and use Boardmaker symbols, as well as Objects of Reference and signs throughout the school to help aid understanding of communication.

7.3 Are there disabled changing and toilet facilities?

There are numerous disabled changing and toilet facilities.

7.4 How do you ensure that all the school's facilities can be accessed by all children irrespective of their SEND?

We are constantly monitoring access in all areas of the school. We cater for students with SEND, and we ensure that all students have access to a curriculum that is adapted to their needs. The school environment is adapted physically to ensure access for all students in all areas. As we are a purpose built SEN school a lot of specialist equipment has been secured for classes. Specialists may advise us on the use and acquirement of specialist equipment where necessary.

7.5 How does the school communicate with parents / carers who have a disability?

We use various methods to help communicate with parents/carers who have a disability. We work on a personalised basis, and we would be happy to discuss any requirements that you may have.

Our Family Adviser can advise you and help to arrange support. She will then advise the school on preferred communication strategies, to help you to contact the school and to be updated on your child's learning. We are keen that there are no barriers to communication. We will work with parents/carers to ensure that we find the best method of communication. This may involve using written communication, translators or other methods.

Please contact the school directly if you feel this would affect you.

7.6 How does the school communicate with parents / carers whose first language is not English?

Parents/carers, for whom English is a foreign language, can benefit from additional support from our Teacher specialising in English as an Additional Language. She holds parent groups for our families whom English is an additional language, such as our 'Hum Jolly' group. We may also advise and support parents/carers with learning the English language, as well as using written communication, translators or other methods to maximise effectiveness of our communication. We have some provision for formal interpretation and translation services. Please contact the school office directly if you feel you would benefit from this support.

7.7 Accessibility Plan

Further details on our accessibility can be found on our accessibility plan: http://www.manorgreenschool.co.uk/Policies

8. Preparing my child to join the school, or to transfer to a new school, or the next stage of education and life

8.1 What preparation will there be for both the school and my child before he or she joins the school?

We strive to ensure that every child has a positive transition into Manor Green School. We personalise every transition plan because we know that each child's experience and needs will vary. Our transition will usually include some or all the following:

- Visits by Manor Green School staff to the current school and the home
- General information to parents/carers about things such as transport and uniform
- Care plan meetings, to ensure that medical and care information are gathered, ready for the first day at Manor Green School
- Visual support, such as books, symbols, and pictures for the young person
- A person-centred plan for transition

- An equipment audit, to ensure that we have all the equipment in place to support the young person
- Parent visits to the school
- Student visits to the school to become familiar with the environment, and to meet class team
- Class transition days, where all our new students come into school
- Multi-Agency meetings where appropriate

- Transition period during July, where students spend time in their new classes in preparation for the new academic year, and parents/carers are invited to meet the class team

8.2 How will my child be prepared to move on to the next stage within school, e.g. class or key stage?

We plan at a very early stage for transition, as this usually happens at set stages during your child's time at school. During this time the class team will plan for visits to the new areas of the school that the young person will be going to, so that they can familiarise themselves with the environment. This may be built into their weekly timetable so that it becomes part of their routine. We plan additional transition visits for students whom may find transition particularly difficult. We involve parents/carers in this process, to ensure that we can fully prepare the student. We can also use social stories and visual support to support the student in their transition.

We know that transition can cause a range of anxieties, to help reduce these over the summer holidays we have a transition period in July. In which the student will spend the last few days in their new class. So that when they return, they will already be familiar with the staff, students, and environment. Class teams meet before this to share information, and to ensure that regulation support plans and care plans are up to date. We will also involve the school nurse and other medical professionals to ensure that care plans are up to date, and that the new class teams are fully trained in all aspects of medical and personal care.

We have a successful process for transition, resulting in happy and supported young people, who feel safe in their environment.

8.3 How will my young person be prepared to move on to his, or her, next placement, e.g. FE College or Adult Services?

We work in collaboration where possible to ensure that transitions for students leaving our school are successful. We involve parents/carers in the discussion and planning around transition.

Some of our students stay with us until they are 19 and they often go on to a local college. As such, we work closely with local colleges and ensure that students are given opportunities to attend link courses, so that the college environment becomes a routine part of their week. This will make their transition easier. Our staff will work with other establishments and professionals to ensure that the new setting understands the needs and abilities of the student, in order to support them in their transition. Where necessary we will use social stories and communication aids to ensure that students are fully prepared for any transition.

8.4 How will the school prepare my child for the transition to employment?

For those progressing to apprenticeships and employment, Job Coaching has proven very successful. As such, we work closely with local employers and ensure that students are given

opportunities to adjust to the working life reality and that they are supported by both the Job Coach and the employer. Staff have been trained to liaise with the potential employers, and they ensure that the employer has received all the relevant information to ensure a successful transition.

Students also have access to the school's careers' advisor upon their entry into upper school. This can enable them to begin to plan for their futures early on. Our Pathways programme ensures that students are developing skills that can be used in the workplace.

9 Who can I contact to discuss my child?

9.1 Who would be my first point of contact if I want to discuss something about my child or if I am worried?

If you are worried or concerned, then the first person to contact would be the class teacher.

If this is not suitable then you should contact the following (in this order):

- Head of Department
- Associate Head Teacher
- Head Teacher

We are keen to resolve any issues and we urge you to contact us as soon as possible so that we can help sort things as soon as possible.

9.2 Does the school offer any specific support for parents / carers and families?

At Manor Green School we have a Family Adviser who supports parents/carers and families. She can provide advice, guidance, and support on a large range of parenting situations. We also host sessions with Key speakers and training for parents/carers on relevant topics. We notify parents/carers of relevant events and parenting groups, working in partnership with local initiatives and charities.
More information can be found at: http://www.manorgreenschool.co.uk/TLS-Family-Advice

9.3 What arrangements does the school have for signposting parents / carers to external agencies which can offer support, such as voluntary agencies?

We can help signpost parents/carers to appropriate external agencies, through a variety of routes. These include:

- Family Adviser
- Class Teacher
- Class Team
- Senior Leadership Team
- Head of Department
- School Nurse
- Open days
- Parents/carers' meetings
- Annual reviews
- Website
- RBWM Local Offer: https://rbwm.afcinfo.org.uk/local_offer

9.4 What arrangements does the school have for feedback from parents/carers, including compliments and complaints?

We have a clear complaints procedure. We would encourage parents/carers to contact the school as soon as they have concerns. In the first instance we would suggest that you contact the class teacher. If you are not satisfied with the outcome, then please contact the Cluster Leader or Head of Department. If you still feel that your concerns have not been addressed, then contact a member of the Senior Leadership Team. We always aim to support parents/carers and resolve concerns as quickly as possible. Positive feedback from parents/carers is shared at Leadership meetings, with staff via eNews and with parents via the weekly email home.

We also welcome emails to: head@manorgreenschool.co.uk

10 Admissions

10.1 How do admissions work?

The admissions authority for Manor Green School is The Royal Borough of Windsor and Maidenhead (RBWM).

If a student is accepted then normal protocol would be that a pre-entry meeting would be held with parents/carers, and then a review meeting would be held after the first six weeks to update parents/carers on the progress of their child.

For more information please see: http://www.manorgreenschool.co.uk/Admissions

10.2 What if the application for my child is not accepted?

We will always try to make the best decision for every child. A panel will meet to discuss each admission application and if we can meet the needs of the child. Where we cannot meet needs of a child you may decide to appeal this decision through the appeals process detailed in the RBWM guide to appeals.

https://www3.rbwm.gov.uk/download/downloads/id/1420/guide_to_admission_appeals.pdf