



# Cedars Manor School

## SEND Information Report

*Article 2: (non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background*

<b>Approved by:</b>	Governing Body	<b>Date:</b> October 2025
<b>Last reviewed on:</b>	September 2025	
<b>Next review due by:</b>	September 2026	

Cedar Manor School is a fully inclusive school which ensures that all of our pupils achieve their potential regardless of their needs and abilities. The staff, governors, pupils and parents work together to make Cedar Manor School a place where children can develop as independent and resilient learners. We are committed to meeting the needs of all children, including those with Special Educational Needs and Disabilities (SEND).

Cedars Manor School identifies pupils as having Special Educational Needs (SENs) and Disabilities if they meet the definition as set out in the Special Educational Needs and Disabilities (SENDs) Code of Practice (DfE, July 2014). This 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 them. 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

The school provides special educational provision for pupils who require:

“Special educational provision, that is, provision different from or additional to that normally available to pupils of the same age.” The school provides for pupils whose special educational needs **broadly** fall into the four areas:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs.

We offer a range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and emotional health problems or sensory or physical needs, which is in line with the SEND code of practice. The range of support implemented will be adapted to the needs of the individual pupil following thorough assessment internally or by external agencies.

1. How does Cedars Manor School know if my child needs extra help?

- How do you identify a child/young person who may need additional help or have special educational needs?

- What skills and experience are you using to identify needs?

- How do you work in collaboration with parents/carers in identification and assessment changes?

Cedars Primary School's provision for its pupils includes:

- High-quality teaching adapted to the needs of individual pupils
- Small group interventions designed for pupils who need to 'catch up and keep up'
- Small group or individual interventions for pupils with Special Educational Needs
- In-class support to access the curriculum

Children may require additional support if they have academic, social, emotional or behavioural needs. We identify children who may require additional support in the following ways:

- Concerns raised by the parent or carer
- Liaison with the previous nursery or school
- Concerns raised by the Teacher, e.g., behaviour or self-esteem, are affecting performance
- Concerns raised by health professionals, e.g., Health Visitor, Doctor, Speech Therapist
- Significantly greater difficulty in learning than the majority of their peers of the same age

Class teachers understand age-related expectations and have ongoing training and discussion with the SENCO about the identification of pupils with Special Educational Needs.

If there are concerns, the school will monitor and support the pupil through adapted teaching and intervention if appropriate. If the pupil requires additional and different provision, the parents/carers will be asked to meet with the school to discuss appropriate support and placing the child on the special educational needs (SEN) register.

<p>2. What should I do if I think my child may have SEN?</p> <p>- Who would be the first point of contact to discuss my child/young person?</p> <p>- To whom can I talk if I am worried?</p>	<p>Please talk to us if you are concerned about your child's learning, academic progress or well-being. Discuss your concerns with your child's class teacher first, or arrange to speak to the special educational needs coordinator (SENCO).</p> <p>We will discuss your concerns about your child and explain what support can be put in place. The majority of children will make good progress with access to the school's core offer.</p> <p>If the pupil requires additional and different provision, the parents/carers will be asked to meet with the school to discuss appropriate support and placing the child on the special educational needs (SEN) register, and additional support will be arranged to support your child's area of need.</p> <p>If your child needs a provision which requires a high level of funding beyond that which is available from the school's budget, the school or the parent can request top-up funding from the High Needs Funding held by the Local Authority. The school and the parents will work together to make a request for an 'Education and Health Care Plan'. The parent/carers will be kept informed at all stages of this process.</p>
<p>3. How will I know how Cedars Manor School supports my child?</p> <p>- How and by whom are support plans developed?</p> <p>- How is it decided what the appropriate package of support might be?</p>	<p>Planning and Reviewing Support:</p> <ul style="list-style-type: none"> <li>• If your child is identified as having Special Educational Needs, a SEN support plan will be put in place. This will outline your child's needs, setting suitable goals and planning support.</li> <li>• Assessments and observations, information and concerns voiced by the school, and you will help with this planning. At parents' consultation meetings, your child's progress towards their targets will be evaluated, and new targets will be set.</li> </ul> <p>Interventions:</p> <p>If your child is included in an intervention, you will be informed by the class teacher during parents' consultation meetings.</p>

- What evidence base may be used?
- How is it decided if additional adults are needed to provide support, and how is that managed?
- How will it be explained to me?
- Is extra help always provided from within the school?
- How are appropriately skilled people from outside the school inputting into the package of support and the implementation?
- How does the school ensure they are up to date and have the required skills?
- How do the Governors know what provision is needed, and what are their responsibilities?
- How does the school check that the provision is effective and that the support has had an impact?

#### Additional Adults:

If in-class support is provided by an adult, the aims of this provision will be to:

- Increase your child's access to and participation in the curriculum

- Increase your child's social, emotional and academic confidence
- Help your child make progress with their learning

#### Outside Agencies / Specialists:

- There are occasions when the school wishes to seek additional advice and support from an agency or specialist who is not employed by the school. You will be consulted about seeking this additional advice, and any findings, recommendations and reports from the outside specialist will be shared with you.

<p>4. How will the curriculum be matched to my child's needs?</p> <p>- What is the school's approach to differentiation?</p> <p>- How is the whole curriculum differentiated and organised according to need?</p> <p>- Who plans any specific individual education /intervention programme, and how are they delivered?</p> <p>- How does my child access the whole curriculum if specialist equipment is needed?</p>	<p>Staff Training:</p> <ul style="list-style-type: none"> <li>• Any training needs identified in the monitoring and evaluation process are addressed through whole-school training or group / individual training.</li> </ul> <p>School Governors:</p> <ul style="list-style-type: none"> <li>• The SENCO works closely with the SEN Governor to review and evaluate SEN provision: regular reports on the progress of SEN Pupils are provided for the Curriculum and Inclusion Committee.</li> </ul> <p>Monitoring and Evaluating Provision:</p> <p>There is regular monitoring and evaluation of all levels of provision within the school:</p> <ul style="list-style-type: none"> <li>- Class / Group / Individual tracking of progress in Reading, Writing and Maths</li> <li>- Regular reviews of the progress of children with Special Educational Needs</li> <li>- Observations of whole class, group and individual teaching sessions - Tracking progress and evaluating the wider impact of intervention groups</li> </ul> <p>Differentiation:</p> <p>Whole class teaching is adapted to meet individual needs through:</p> <ul style="list-style-type: none"> <li>- Planning and delivery of lessons using inclusive strategies, which may be adapted to suit individual pupils</li> <li>- Planned use of additional adult support for individuals or small groups - Supportive marking system which informs pupils as to their 'next steps' in learning</li> </ul> <p>- Additional tools (i.e., electronic devices) as required to support pupil participation.</p>
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Whole school and class organisation support individual pupils in many different ways, including:

- Small group / individual intervention programmes

Specific Intervention Programmes:

The decision to support your child with a specific intervention programme will be made by their class teacher in discussion with the SENCO. The programme may be delivered by a class teacher or a teaching assistant.

Specialist Equipment:

- The school is well-resourced and equipped with devices which can be used by individuals as needed to access the curriculum. Access to other specialist equipment, if required, will be arranged through liaison with healthcare professionals or through the individual Education and Health Care Plan.

<p>5. How will the school know how well my child is doing?</p> <p>- How are attainment and progress measured, tracked and monitored for all pupils (groups and Individuals)?</p> <p>- How does the school track the attainment and progress of groups and individuals?</p> <p>- How will the school meet the social, emotional and educational needs of the child and measure progress across all areas?</p>	<p>Academic progress and attainment are measured through:</p> <ul style="list-style-type: none"> <li>• Ongoing observation and assessment</li> <li>• Regular formal assessment throughout the academic year.</li> </ul> <p>Tracking of groups and individuals is monitored by:</p> <ul style="list-style-type: none"> <li>• Termly / half-termly review meetings for each class teacher with members of the senior leadership team</li> <li>• Subject Leaders' reports for the Governing Body</li> </ul> <p>Social and Emotional Wellbeing of pupils can be monitored through:</p> <ul style="list-style-type: none"> <li>• Observations by all staff members</li> <li>• Monitoring of the playground</li> <li>• Discussions with parents/carers</li> <li>• Review of the impact of provision, e.g., counselling</li> <li>• Jigsaw Resilience and Engagement scale toolkit</li> <li>• Use of the Strengths and Difficulties questionnaire assessment (in specific cases)</li> </ul>
<p>6. How will I know how well my child is doing?</p> <p>- How will you help me support my child's learning?</p> <p>- In addition to normal reporting arrangements, what opportunities are there for parents to discuss progress with staff?</p>	<p>Information Sharing with Parents:</p> <ul style="list-style-type: none"> <li>• We offer an 'Open Door' policy where you are welcome at any time to make an appointment with the class teacher or SENCO. We can offer advice and suggest practical ways for you to help your child at home.</li> <li>• We believe that your child's education should be a partnership between parents and teachers; therefore, we aim to keep communication channels open and to communicate regularly, especially if your child has complex needs.</li> </ul>

<ul style="list-style-type: none"> <li>- How do parents know what progress a child/young person should be making?</li> <li>- How do you keep in regular touch with parents?</li> <li>- What opportunities are offered to parents to enable them to help support their child out of school?</li> <li>- Do you offer any training or learning events?</li> </ul>	
<p>7. What support will there be for my child's overall well-being?</p> <ul style="list-style-type: none"> <li>- How will my child's personal or medical needs be met?</li> <li>- What is the pastoral, medical and social support available for children with SEND?</li> <li>- What support is available to improve attendance, support behaviour, and avoid exclusions?</li> </ul>	<ul style="list-style-type: none"> <li>• Written reports about your child's attainment and progress are sent home annually towards the end of the Summer Term to all parents; the Annual report lists the expected levels of attainment for each Year Group</li> <li>• Parent Review Meetings are held termly in order to discuss your child's progress and their annual report. Curricular targets are also discussed at these meetings</li> <li>• If your child is identified as having Special Educational Needs, they will have a SEN Support Plan, which will have individual targets. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time- Related) targets with the expectation that the child will achieve the target by the time it is reviewed. The SEN Support Plan will be discussed with you, the parent/carer, at least twice a year</li> <li>• If your child has an Education and Health Care Plan, you will also be invited to a formal Annual Review Meeting of that plan.</li> </ul>

- How does the school manage the administration of medicines or personal care?

- Is a care plan developed for these Specific needs?

- Is training provided for staff?

- What is the approach to bullying, safeguarding and promoting positive mental health?

#### How Can You Support Your Child?

- At each meeting held between the school and the parent, we will work with you to establish any actions that you could follow to support your child's learning and emotional well-being. The SEN support plan has a section in which we will record the agreed actions.
- The school also offers workshops or meetings throughout the year for parents who wish to find out more about how to support their child's learning.

#### Support for Your Child's Well-being:

- We are an inclusive school, welcoming and celebrating diversity. We have a caring and understanding team looking after our children.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. If further support is required, the class teacher liaises with the SENCO or Headteacher for further advice and support. This may involve working alongside outside agencies
- We are a nurturing school that provides emotional and behavioural support for groups of children; we also seek advice from other agencies to help us fully meet the needs of any child who has behavioural difficulties and thus avoid exclusions. We also receive support from Harrow Counselling Alliance and Harrow Horizons, who work with identified individuals to provide professional emotional support and counselling. Staff from these two organisations also work with the child's parents to fully support the child.
- Parents need to contact the Welfare Officer if medication recommended by health professionals needs to be taken during the school day. The medicines are kept in the Medical Room and administered by a fully trained First Aider. If your child has more specific and ongoing medical needs, a Care Plan will be developed by a Health Professional to meet these needs.
  - As a school, we are committed to safeguarding and promoting the welfare of children and young people; we wish to be effective in eradicating bullying. (See Safeguarding and Anti-Bullying Policies.) We have an annual 'Anti-Bullying Week' which

	<p>includes the importance of e-safety. The social and emotional well-being of all our pupils is promoted and closely monitored (see above).</p> <ul style="list-style-type: none"> <li>• After any behaviour incident, we expect the child to reflect on their behaviour with an adult. This helps identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.</li> <li>• Our Attendance Officer monitors the attendance of every child daily; lateness and absence are recorded and reported to the Designated Safeguarding Lead. 100% attendance is actively encouraged and rewarded throughout the school, along with weekly class attendance awards.</li> </ul>
<p>8. How will my child be able to contribute their views? How are things going?</p> <p>- How can the pupil's voice be heard, and the child enabled to contribute their thoughts and ideas?</p> <p>- How will the school support my child to do this?</p>	<p>Pupil Voice:</p> <p>At Cedars Manor, we value and celebrate each child being able to express their views on all aspects of school life.</p> <p>We have an active School Council: the children are encouraged to express their views to their School Council class members.</p> <p>We have an annual questionnaire where we actively seek the viewpoints of children, especially concerning being able to speak to an adult if they are worried. If your child has a SEN Support Plan, they can be supported by an adult to express their views on their targets and their progress.</p>
<p>9. What specialist services and expertise are available at or accessed by the school?</p> <p>- Are there any specialist staff at the school, and what are their qualifications?</p>	<p>Specialist Services and in-house expertise:</p> <ul style="list-style-type: none"> <li>• As a school, we work closely with any external agencies that we feel are relevant to individual children's needs within our school.</li> <li>• Other members of staff have additional qualifications and courses are regularly attended to update and enhance their knowledge of all areas of Special Educational Needs.</li> <li>• All our teaching assistants have had training in delivering reading and spelling/phonics and maths programmes.</li> <li>• Cedars Manor has an ARMS unit to support pupils with profound hearing loss. The</li> </ul>

school has suitably qualified staff.

- An assistant psychologist delivers intervention training for staff and provides support in assessing the needs of pupils.
- We have a specialist Teaching Assistant who is ELKAN trained. She works closely with the Speech and Language therapists attached to the school.

10. How will my child be included in activities outside the classroom, including school trips?

- Who completes the risk assessments, and how are they signed off?

- Will my child be able to access all activities, and who will help them if necessary?

Activities Outside the Classroom:

- All children are included in all parts of the school curriculum, and we aim for all children to be included on school trips.
- We will provide the necessary support to ensure that this is successful.
- Risk assessments are carried out before any off-site activity to ensure that everyone's health and safety will not be compromised. These are signed off by the Headteacher
- School trips and activities are carefully chosen so that they are accessible to all.
- If your child has a disability / special educational need which makes participation difficult for them, their needs will be discussed with you, and suitable adjustments will be made. This may include assigning an additional adult to the child or inviting you to accompany the child on the trip.

<p>11. How accessible is the school environment?</p> <p>- Are there appropriate disabled facilities?</p> <p>- How does the school communicate with families where English is not the first language?</p> <p>- How would you require improvements to the auditory or visual environment to be made?</p>	<p>Accessibility:</p> <ul style="list-style-type: none"> <li>• The school site is wheelchair compliant. There is a disabled toilet on all floors and a lift to enable easy access to the first floor.</li> <li>• We have a number of members of staff who speak additional languages, e.g., Portuguese, sign-supported English, Gujarati, Urdu, Arabic, Polish and this is an aid to our communication with families where English is not the first language. If necessary, we seek members of the school community; for more formal meetings, we arrange for the services of an official translator.</li> <li>• Required improvements to the auditory or visual environment would be made in discussion with the Governing Body and advice from the sensory team. We already use a portable 'Sound-field' system across the school, and attention is paid to ensuring that lighting levels are monitored so every child is able to see the Smart Board in his / her classroom.</li> </ul>
<p>12. How will the school prepare and support my child when joining Cedars Manor School, transferring to a new school or planning for the next stage of their education, employment or training?</p> <p>- How do you plan for transitions at any age or stage?</p> <p>- What information is provided to the receiving school, and what do you receive?</p> <p>- How do you support the child and the family in planning?</p> <p>- preparation and moving on?</p> <p>- What preparation will there be for both the child and the setting before the child joins?</p>	<p>Transitions:</p> <ul style="list-style-type: none"> <li>• We encourage all new children to visit the school before starting.</li> <li>• We liaise closely with the nursery or school which your child has previously attended to discuss any support that your child may require. This may be in person, by telephone or through written reports/visits from other education, health or social care professionals.</li> <li>• Similarly, we discuss with the receiving school any issues relating to your child's academic progress, attendance or emotional and social well-being; we also forward to the receiving school any reports relating to your child.</li> <li>• In Year 6, we run transition groups to prepare children for the secondary phase of their school career. These groups meet in the Summer Term, following a specific 'Transition Programme' and also discussing any additional worries or issues that the individual children may have.</li> <li>• We welcome visits from Year 7 teachers / Head Teachers from neighbouring schools who meet with our Year 6 pupils in preparation for their transition to secondary school.</li> <li>• The school provides support with the transition from EYFS to Year 1 and Year 2 to Year 3. Some pupils benefit from a transition plan each year. This is shared with parents.</li> </ul>

<p>13. How are the school's resources allocated and matched to the child's special educational needs?</p> <p>- How are the SEN budget and any other resources the school receives, such as Pupil Premium, allocated, monitored and evaluated?</p> <p>- What happens if the funding is not adequate to meet the child/young person's needs?</p> <p>- How can we be sure decisions are made based on need, not on available resources?</p>	<p>Resources:</p> <ul style="list-style-type: none"><li>• Our aim is that all children who have Special Educational Needs receive the support that they need to make progress, using the funds and resources available to the school. • Teachers and teaching assistants who are funded / part-funded from the SEN budget and Pupil Premium, deliver programmes designed to meet the specific needs of children/groups of children.</li><li>• If the funding is not adequate to meet the child's needs, the school will apply to the Local Authority for additional funding through an assessment for an 'Education and Health Care Plan.</li><li>• Your child's progress is reviewed at regular intervals to ensure that they are making progress against national/age-related expectations. You will be informed of the progress made during the regular parent/teacher review meetings.</li><li>• The school will include pupil voice when allocating resources.</li></ul>
<p>14. How can I be involved in the school more generally?</p>	<p>Parental Involvement:</p> <ul style="list-style-type: none"><li>• Parents are welcome at any time to make an appointment to see the Class Teacher or SENCO. We can offer advice and suggest practical ways for you to help your child at home.</li><li>• We also have parent representatives on our School Governing Body – this is a position which requires attendance at regular Governors' Meetings and gives parents/carers a chance to support the running of the school (See Mrs McClean, Headteacher or the Inclusion Leader, Miss Kennedy, for more details).</li></ul>

## Support and Provisions Offered for Children at Cedars Manor

### What are the different types of support that may be available for children at this school?

Area of needs	Whole school ethos	Possible focused support for practice for some children's additional needs	Possible support and intervention for a small number of children who may or may not have an EHC
<p><b>Social, mental and emotional health needs</b></p>	<ul style="list-style-type: none"> <li>• Consistent application of the school's behaviour policy</li> <li>• A positive, supportive, and nurturing environment</li> <li>• Circle time/PSHE curriculum</li> <li>• Zones of Regulations programme</li> <li>• Children having key members of staff who know them and they feel safe to approach.</li> </ul>	<ul style="list-style-type: none"> <li>• Identification and assessment in school, additional advice and support from outside agencies</li> <li>• Adaptations to the curriculum to secure engagement</li> <li>• Trained Learning Mentor to overcome barriers to social inclusion</li> <li>• Harrow Counselling Alliance</li> </ul>	<ul style="list-style-type: none"> <li>• Interventions are implemented, reviewed and revised</li> <li>• Work with parents to refer to CAMHS if appropriate</li> <li>• Mental Health Practitioner support for parents</li> <li>• Targeted intervention to promote social skills and emotional resilience</li> <li>• Harrow Counselling Alliance one-to-one support</li> <li>• Zones of Regulations programme intervention</li> <li>• Harrow Horizons support</li> <li>• NHS Mental Health Practitioner referral, e.g., anxiety</li> <li>• Young Carers support group</li> </ul>

<p><b>Speech, language, communication and interaction</b></p>	<ul style="list-style-type: none"> <li>• Training for staff to meet the diversity of communication and language skills</li> <li>• Strong emphasis on speaking, listening, and phonics teaching</li> <li>• Communication friendly learning environment</li> </ul>	<ul style="list-style-type: none"> <li>• SALT interventions delivered by the teaching school inclusion team in liaison with the Speech and Language Therapist</li> <li>• Communication-friendly learning environment</li> </ul>	<ul style="list-style-type: none"> <li>• Access to small teaching and learning groups</li> <li>• In-class support</li> <li>• Access to ICT equipment and suitable programmes</li> <li>• Speech &amp; Language Therapy planned and delivered by a qualified therapist and followed up by a competent support staff member</li> </ul>
<p><b>Autistic spectrum</b></p>	<ul style="list-style-type: none"> <li>• Structured day</li> <li>• Positive behaviour management</li> <li>• Management strategies.</li> <li>• Scaffolding within lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum modified to take account of learning styles</li> <li>• Use of appropriate resources, e.g., visual timetables, social stories, work stations.</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 support · Small group targeted intervention.</li> <li>• ICT used to reduce barriers</li> <li>• Advice and intervention from Harrow Outreach Autism Service</li> <li>• Zones of Regulations programme – small group support</li> </ul>
<p><b>Cognitive and Learning/Moderate Learning Difficulties</b></p>	<ul style="list-style-type: none"> <li>• Differentiation of the curriculum and teaching</li> <li>• Teaching resources are accessible and appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum is adapted to meet the needs of pupils</li> <li>• Targeted intervention programmes, Independent Learning Plan</li> <li>• Specific goals- with manageable and measurable steps</li> <li>• Differentiated resources are provided as appropriate</li> <li>• Learning support via in-school inclusion</li> </ul>	<ul style="list-style-type: none"> <li>• In-class support</li> <li>• Educational Psychology assessment/support</li> <li>• Specific resources and strategies will be used to support your child</li> <li>• individually and in groups.</li> <li>• Planning and teaching will be adapted daily if needed to meet your child's learning needs.</li> </ul>

<p><b>Sensory and physical needs (e.g., hearing, visual impairment, multi-sensory, physical and medical needs)</b></p>	<ul style="list-style-type: none"> <li>• Referrals to Harrow Hearing Impaired Service or Visual Impaired Service</li> <li>• Provision of specialised equipment.</li> <li>• Curriculum is adapted</li> <li>• Seating position within class is prioritised.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning support via our Inclusion teams.</li> <li>• Liaison with a range of medical professionals as needed assistance via the School Nursing Team</li> </ul>	<ul style="list-style-type: none"> <li>• Individual protocols and plans for children with significant physical and or medical needs.</li> <li>• Additional resources to reduce individual barriers to learning · Access to external advice and assessment.</li> <li>• Advice and outreach from Sensory Team</li> <li>• Occupational/physiotherapy programme for individuals or small groups</li> <li>• Teachers of the Deaf support</li> </ul>
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