# Manor Care Farm

## SEN Information Report
## September 2026

Next review due: September 2027

| **Name of the Special Educational Needs/Disabilities Coordinator:** |
|---|
| Georgia Marquez Espada |
| **Contact details:** |
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## The kinds of SEND we provide for.

Manor Farm is a part time, therapeutic Alternative Provision.

Currently we support children with the following needs:

- Moderate Learning Difficulties
- Communication and Interaction Difficulties
- Social, Emotional and Mental Health difficulties
- Autistic Spectrum Disorder and Asperger's Syndrome
- Specific Learning Difficulties
- Physical and Medical needs
- Developmental Trauma and other Trauma Landscapes

Please also refer to our SEND Policy and our Equalities & Inclusion Policy.

## How does the setting know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?

**How we identify children/young people with special educational needs and disabilities (SEND)**

When children have already been identified with SEND before they attend our setting, we liaise with schools, parents & carers and other professionals who know the child to get a holistic picture of their SEND.

Our experienced staff and teachers are attuned to spot when a child may be struggling to access learning due to underlying SEN needs. If this is the case, parents are consulted and if necessary, outside professionals are sought to offer advice, assessment and further support. The SENCo may ask for specialist advice from outside agencies such as:

- Educational Psychologists
- Advisory Teaching Service
- Occupational Therapists
- Speech and Language Therapists
- Social Services
- Consultant Paediatricians

**How we monitor progress**

We assess and monitor each young person's progress through a range of methods, including our bespoke Curriculum Tracker (please refer to our Curriculum Policy for further details) and a bespoke SEMH Tracker. These tools enable us to monitor individual development, recognise progress, identify emerging needs and highlight areas requiring further investigation or support.

Where a young person has an EHCP in place, we familiarise ourselves with their identified needs and outcomes, using these to inform and tailor our individualised approach. EHCP outcomes are broken down into smaller, achievable short-term targets and incorporated into each young person's individual Provision Plan. Provision Plans are reviewed at least every three months to ensure that support remains relevant and responsive to the young person's changing needs and progress. We also work collaboratively with parents/carers and relevant professionals to contribute to EHCP reviews at Annual Review meetings and through ongoing communication and consultation.

**Role and Responsibilities**

The role of the Lead Teacher is to deliver quality first teaching and plan multisensory thematic learning opportunities inline with our bespoke curriculums with each child's needs, EHCP outcomes (if applicable) and interests in mind.

The role of the SENCO involves:

- ensuring all practitioners in the setting understand their responsibilities to children with SEND and our setting's approach to identifying and meeting SEND.
- advising and supporting colleagues

- ensuring each individual child's needs are being addressed and offering supportive measures within setting
- ensuring parents are closely involved throughout and that their insights inform action taken by our setting
- liaising with professionals or agencies beyond our setting, including EHCP annual reviews
- liaising with commissioning schools and/or the Local Authority and sharing relevant documentation

If a child/young person or their parent/carer thinks they may have a special educational need, they should speak with their child's Lead Teacher and the SENCo.

**The staff involved**

Director: Hannah O'Brien

Setting Lead – Daisy Bowden and Sarah Powell

SENCo – Georgia Marquez Espada

Transitions Lead – Vince Southcott

Class Leads:

Sarah Powell

Daisy Bowden

**What arrangements does the setting make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?**

We believe it is extremely important for young people to have autonomy and be involved in making decisions about their education. Children are consulted on what they would like to learn and curriculum planning is bespoke and in line with their individual interests, as we believe this sparks motivation and engagement with learning.

**Contribution of children's views in relation to their aspirations & goals, their provision and how they can best be supported**

We contribute to the formulation and review of EHCPs and seek to gain children's voices about their aspirations and goals which inform their outcomes and Provision Plan with us.

On a day-to-day basis, young peoples' views are regularly sought and it is part of our ethos to be child-led, therefore scaffolding them to take the lead with the direction of their learning.

**Informing children & young people of their progress**

Children are involved wherever possible in discussions about how they are progressing. Many children are working towards recognised UAS AQA and ASDAN short course certifications within setting which clearly outline progress made and identify their next steps in learning.

We are a setting which prides itself on being child-led. This means that children have a voice and are involved in the decision-making process wherever possible.

## What arrangements does the setting make for consulting with the parents & carers of children/young people with SEND and involving them in – their child's/young people's education?

Parents and carers of children and young people are invited to contribute their views, in relation to their aspirations & goals for their child/young person, the provision for them and how they can best be supported, at an initial meeting when a new child is referred to us and on an ongoing basis through parent and teacher meetings.

**Arrangements for involvement and consultation with parents**

Lead teachers are in regular contact with parents via discussions at the beginning and end of each day, or as and when requested. Lead teachers write end of year reports in the Summer term and schedule individual telephone calls with parents/carers at points throughout the year to discuss progress, current needs and to seek parental voice. We also have regular open sessions in which parents can come in and celebrate their child's achievements with us such as afternoon tea, Christmas Fayres, Summer celebrations and bake sales.

## How will the curriculum be matched to my child/young person's needs?

Each child and young person is encouraged to share their individual interests, passions and strengths, which inform the class lead teacher's thematic and bespoke curriculum planning.

Learning is personalised to reflect each individual's needs, interests and developmental stage, and is delivered at a pace that supports their engagement and progress.

Individualised 'drawer learning' opportunities are also available, providing access to core subject learning tailored to each young person's level of attainment, ability and understanding. Alongside this, we utilise accredited AQA Unit Award Scheme (UAS) awards and ASDAN short courses to provide meaningful, engaging and appropriately challenging learning opportunities that reflect each young person's interests, strengths and aspirations.

We are very much child-led and are adept at being able to follow a child's lead and scaffold their learning to take it in a direction best suited to their needs.

The children work in small groups or on a 1:1 basis with tasks pitched at the correct level and taking account of their window of tolerance at the time. Learning has the appropriate level of challenge whilst also ensuring children experience success in order to improve their perception of themselves as a learner.

This highly bespoke learning journey ensures that children and young people with SEND are able to make progress.

## How accessible is the setting environment?

**Accessibility**

As an inclusive setting, Manor Farm will make every effort to meet the needs of children with SEND working together with our SENCO, Facilities & Health & Safety Manager and Senior Leadership. Our historic building limits some accessibility but we work closely with our in-house and external experts with inclusion as a priority within all planning.

We are a three-storey building with a flight of stairs to access to the upper floors. We promote a low-arousal environment, have parking directly outside of our main front door and will make every reasonable adjustment to support accessibility.

## How are the setting resources allocated and matched to children/young people's special educational needs and disabilities?

## How is the decision made about the type and quantity of support my child/young person receives?

During initial meetings with the child, parents / carers, staff from previous settings and other professionals known to the child, we gather information about the level of adult support needed and any other additional equipment or resources required to ensure the child's needs are met. We refer to Section F within each child and young person's EHC Plan. We allocate support staff to children whom we feel have the necessary skills and experience to best support that child and meet their needs effectively.

**What training have the staff supporting children/young people with SEND had or may they have?**

**What specialist services or expertise are available at or accessed by the setting?**

**Training and development of staff to enable them to support children/young people with special educational needs.**

All staff are required to complete Safeguarding, FGM Awareness, Prevent Duty and Beacon House Developmental Trauma for Professionals training as part of their induction.

As a setting, we are committed to the continuous professional development of our team, ensuring that staff undertake relevant statutory and recommended training to continually develop best practice and meet the diverse needs of our children and young people with SEND. This includes ongoing training and development in trauma-informed approaches, neurodivergence, Autism and PDA-informed support strategies, alongside the Oliver McGowan Mandatory Training on Learning Disability and Autism. We are committed to continually strengthening staff knowledge, understanding and practical skills to ensure our provision remains responsive, inclusive and informed by current best practice.

When a child comes to our setting who has a particular need, we ensure that the child's support team are adequately trained so that they are supported effectively. For example, we have had whole team Makaton training, all staff hold Paediatric First Aid Certificates and all staff have received Positive Handling & De-escalation training.

All of our staff are qualified and experienced at working with children and young people. Our team consists of SENCos, a Head Teacher, Teachers (EYFS, Primary and Secondary), Teaching Assistants, an Occupational Therapist, a Music Therapist and Animal Management experts.

Please also see: Staff Induction, Training & Development Policy

## How will the setting prepare and support my child/young person to join the setting, transfer to a new setting or the next stage of education and life?

**Arrangements for transition for children/young people with special educational needs and how we work with other settings to transfer information.**

We work hard to ensure that a child's transition to another setting is as successful as possible. We begin the process early by meeting with the new team to share information. We invite them into our setting to meet the child in their familiar environment and to begin forming a positive relationship with them. We securely handover all information such as Safeguarding records and Provision Plans and work with parents to provide a holistic picture for the new setting. We ensure that we plan and deliver a positive therapeutic ending with the young person and are available to be contacted by new settings at any point in the future for ongoing support and advice. Our transitions lead, Vince Southcott, and Senior Leadership will ensure each young person receives a positive ending to their provision with us.

We offer new children and their families a tour and subsequent taster session. Our support is entirely child-led and flexible, therefore we are able to ease children in at a pace to suit them. This can be over a period of months until they feel ready to attend for full sessions.

We have a robust admissions process through which we gather relevant information from the child's home environment and previous educational setting to develop a holistic understanding of their individual needs, strengths and experiences. Our SENCo uses this information, alongside any existing EHCP, professional reports and recommendations, to develop an initial individualised Provision Plan. This ensures that appropriate support, strategies and learning opportunities are identified from the outset, providing a tailored foundation to support each child's development, engagement and progress within our setting.

**Preparing for Adulthood Outcomes and Aspirations**

Preparing for Adulthood (PfA) is embedded within our ongoing discussions, planning and support for young people, with relevant outcomes incorporated into their individual Provision Plans to reflect their needs, strengths and aspirations. For our post-16 young people, we utilise an adapted Provision Plan with targets specifically aligned to the Preparing for Adulthood outcomes. Our bespoke curriculum places a strong emphasis on developing independence, accessing the wider community, building employability skills and supporting each young person to develop the knowledge, skills and confidence needed for their next stage of life.

## How will my child/young person be included in activities outside the setting, including trips?

We regularly take part in off site visits to enrich the experiences of children and young people such as bike riding, kayaking, visits to local parks, Ninja Warrior, Berkeley Castle, Cattle Country, visits to local supermarkets, soft play centres etc. We also support children to access SEND swimming sessions at quieter times.

Before any off-site visits are undertaken, parental consent is sought and a risk assessment is drawn up in collaboration with the children. When they have been involved in the risk assessment process, it helps to ensure that they are well-informed and able to contribute to keeping themselves safe.

Please also see:

Educational Trips/Outings Policy & Procedures

## What support will there be for my child/young person's overall well-being?

There is a focus on social, emotional and mental health in our setting and we work hard to ensure that each child feels safe and comfortable whilst with us. We adopt a whole setting PACE approach in order to develop trusting and attuned relationships with the children we support.

**Personal Care**

Staff encourage children where possible to manage their own personal care such as toileting but will offer support when this cannot be managed independently. At times when personal care is required, trusted and familiar adult support will be given. Adults will ensure the environment remains calm for the child and that their consent is sought before undertaking any personal care.

Staff assist children in a respectful and nurturing manner to ensure their safety and emotional well-being at all times. Staff ensure they wear suitable PPE and uphold good hygiene standards at all times to protect themselves and the child. Staff adhere to our Intimate Care Policy at all times.

Please also see:

Intimate Care Policy

Attendance for Learning Policy

Behaviour, Anti Bullying & Exclusion Policy

**How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?**

Children are involved in their EHCP reviews where appropriate and their views and aspirations are sought.

The SENCo creates a Provision Plan for each child using their EHCP outcomes (if they have an EHCP) which is reviewed and updated in collaboration with Lead Teachers 3 times per year.

Lead Teachers regularly monitor and assess each young person's progress using our bespoke Curriculum Tracker, which is reviewed at the end of every short term to identify progress, celebrate achievements and highlight areas requiring further development. Alongside this, our bespoke SEMH Tracker is reviewed three times per year to monitor social, emotional and mental health development. The outcomes of these assessments inform ongoing curriculum planning, individualised support and Provision Plan reviews, ensuring that provision remains responsive to each young person's evolving needs.

**What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?**

If a child/young person wishes to discuss something about their special educational need, they can approach any adult in setting and / or speak directly with our director, Hannah O'Brien, or setting leads, Daisy Bowden and Sarah Powell, who are readily available.

If a parent/carer wishes to discuss something about their child/young person, they can approach their child's class lead, the SENCo and / or the setting leads.

We are committed to working in close partnership with parents and carers, so that, together, we can best meet the needs of their children.

For ANY Safeguarding related concerns please see our Safeguarding Policy which includes specific Safeguarding allegation procedures.

- If it should arise that a parent, carer, child or member of staff is unhappy with any aspect of our service, we would like them to inform us so that we can discuss the issue and aim to resolve it.
- The person to whom a complaint or concern is first reported should treat the matter seriously and keep an open mind.
- If the parent/carer deems it necessary to make a more formal approach, they are invited to put the complaint in writing, or in an email to us at: hannah@manorfarmfun.co.uk and we have a duty to follow up all written complaints.
- The Setting Lead will review all written complaints as soon as possible and inform the complainant of the outcome within 24 hours.
- We will keep a written record of all complaints and their outcomes for three years or longer where the law requires it and in line with our data retention policy and procedures.
- We will observe strict confidentiality, with the exception of providing Ofsted or other government agencies with information, should they require it.
- Where the complaint involves serious or gross misconduct Ofsted will be notified as soon as possible and always within 14 days.

## Where can I find the contact details of support services for the parents of children/young people with SEND?

We seek to signpost children/young people with SEND and their parents/carers to organisations and services that can provide additional support.

**SENDIASS**

SENDIASS provides information, advice and support on matters relating to children and young people with special educational needs and disabilities (SEND). The service is offered to parents and carers of children and young people aged between 0 and 25 years old.

SENDIASS provides free, confidential, impartial advice and helps parents play an active and informed role in their child's education.

SENDIASS has a team of advisers who can:

- Provide information and advice
- Help you to prepare for meetings, appeals and tribunals
- Help to explain reports written by professionals
- Provide a range of written literature
- Signpost to other sources of help
- SENDIASS are open Monday to Friday 9.00am – 5.00pm

SENDIASS has a freephone telephone helpline 0800 158 3603 which is available Monday to Friday 9.00 am – 5.00 pm all year round (24hr voicemail service).

**Where can I find information on where the local authority's local offer is published?**

The Local Offer is a central source of information on services for children and young people aged 0-25 years with Special Educational Needs and Disabilities (SEND) and their families. It includes specialist activities and support.

Support for Families with SEND:

Gloucestershire's Local Offer for Parent & Carers

www.glosfamiliesdirectory.org.uk/localoffer

South Glos Local Offer

https://find-information-for-adults-children-families.southglos.gov.uk/kb5/southglos/directory/localoffer.page?localofferchannel=0&channel=localoffer

Bristol Local Offer

https://www.bristol.gov.uk/bristol-local-offer

**This policy will be reviewed annually or sooner if required.**

**Policy Last Reviewed: September 2026**

**Next Review Due: September 2027**