



Mrs Hester

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Our Values

Manorcroft Primary School is an inclusive school.

We work hard to ensure that pupils are included in all aspects of learning and school life.

We aim to provide a high standard of education which develops and inspires all our children.





Equality vs equity vs inclusion

Equality



Equity

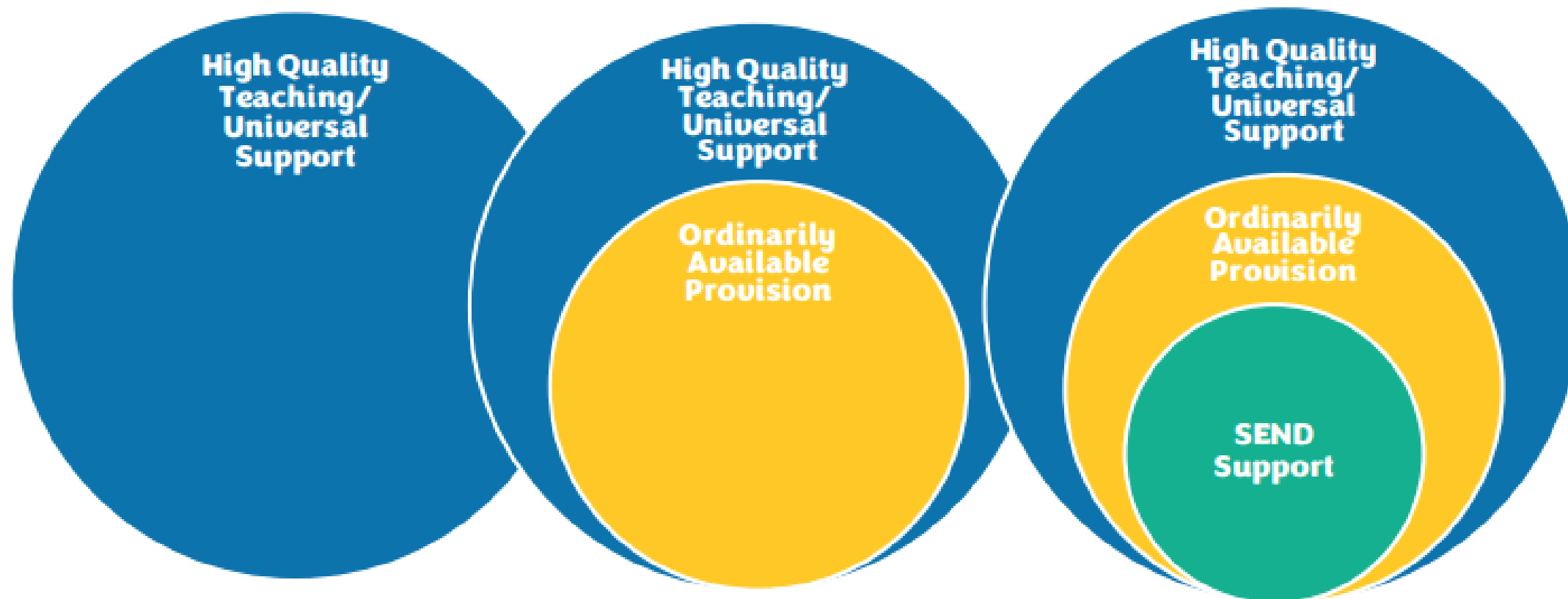


Inclusion





High Quality Teaching





Ordinarily Available Provision (OAP)

The OAP guidance for schools document sets out the support that schools can provide to support learners with additional needs from ordinarily available resources.

It is a tool for schools to use to help all children learn and access the curriculum in a way that suits them best.

- Parent guide to OAP





Ordinarily Available Provision (OAP)

Low level disruption e.g., talking out of turn, frequent interruptions to learning, fiddling with objects ^

Examples of provision and/or strategies: approaches, adjustment and specific interventions that school settings can apply and adjust according to the individual needs, age and stage of the children.

- Explicit teaching and revisiting of school's behaviour policy. Please note, behaviour policy should reflect an inclusive ethos.
- Consider a language screen e.g. 'Language for behaviour and emotions' to confirm that the child understands the language of expectations linked to behaviour. Explicitly teach the expectations linked to behaviour.
- Differentiated use of voice, gesture, and body language.
- Focus on reducing anxiety by providing a safe and calming environment.
- Flexible and creative use of rewards and consequences
- Positive reinforcement of expectations through verbal scripts & visual prompts.
- Offer a 'safe space' for self-regulation, where possible.
- Staff training in de-escalation approached to reduce anxious behaviours. Example the adult using concise and clear instructions, delivered in a calm and assertive vocal tone.
- Provide opportunities for movement breaks

Resources, advice and support available

'Understanding links between communication and behaviour' factsheet from [Speech and language therapy factsheets](#) | [Royal College of Speech and Language Therapists](#)

Child is confused and may be frustrated by social rules of communication. Child is not able to take turns, share, exchange greetings, take part in active listening. Child is confused by the feelings of others, and the demands of others to show respect or resolve conflict. Child may be finding it hard to make and maintain friendships. ^

Example of provision and/or strategies, approaches, adjustments and specific interventions that school settings can apply and adjust according to the individual needs, age and stage of the children

- Ensure you are following all the advice for difficulties with receptive or expressive communication. Allow additional time for processing of information, especially verbal information.
- Simplify language as necessary; speak slowly, give instructions in order, use gestures and visual aids to support understanding. Don't assume understanding.
- Use of visual prompts and reminders for the social expectations
- Where rules are essential for safety and well-being, use a variety of scenarios to demonstrate where or when the rule applies.
- Provide opportunities to practice throughout the school day and week. This may be through a combination of formal teaching or social interactions.
- Praise all communication attempts.
- Have clear expectations and use consistent language to talk about the expectations.
- Consider the use of a 'whoops card' to support children when things go wrong, and/or plans are unexpectedly changed.
- Incorporate time for special interests each day/week.
- Be aware that children's ability to process language may be reduced when they are angry or upset.
- Be aware that Adults become dysregulated too and are less likely to respond to the child's needs appropriately when they are angry or upset. Seek support of colleagues who can step in if needed.
- Adults recognise and respond appropriately to emotional dysregulation by modelling emotional regulation strategies when they make a mistake. Consider, tone of voice, body language etc

Resources, advice and support available

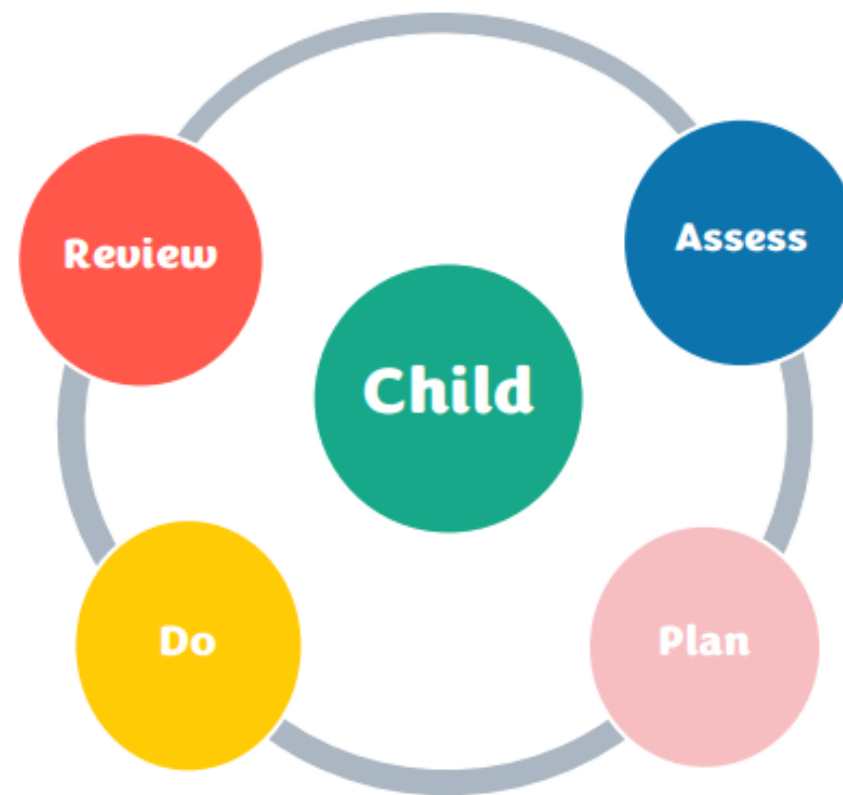
[Specialist Teachers for Inclusive Practice \(STIP\)](#) | [Surrey Education Services](#)

[I Can Charity](#)



Graduated Approach - APDR

- revisit, review, revise
- Learning Plans (SSA)



MANORCROFT PRIMARY SCHOOL

SEND Support Arrangements 2025 - 2026

SEN Support
Diagnosis



All About Me:

What people like about me:	What makes me happy/what I like:	My goal or target for this year:
What I find challenging/tricky:	How you can help me:	My hopes and dreams for the future:



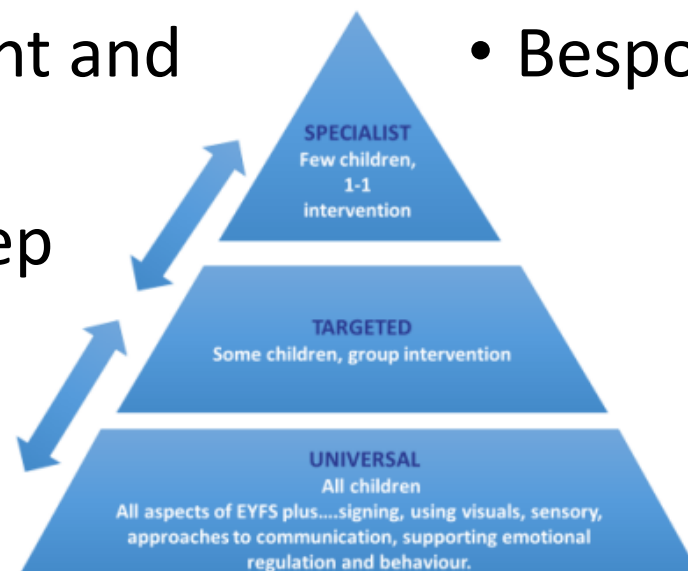
Levels of support

Targeted:

- 1:1 reading
- Phonics Keep Ups
- Precision Teaching
- Pre-teaching (content and vocabulary)
- Same day maths keep ups

Specialist:

- Attention Autism/Bucket Time
- SALT
- ELSA
- Bespoke Curriculum





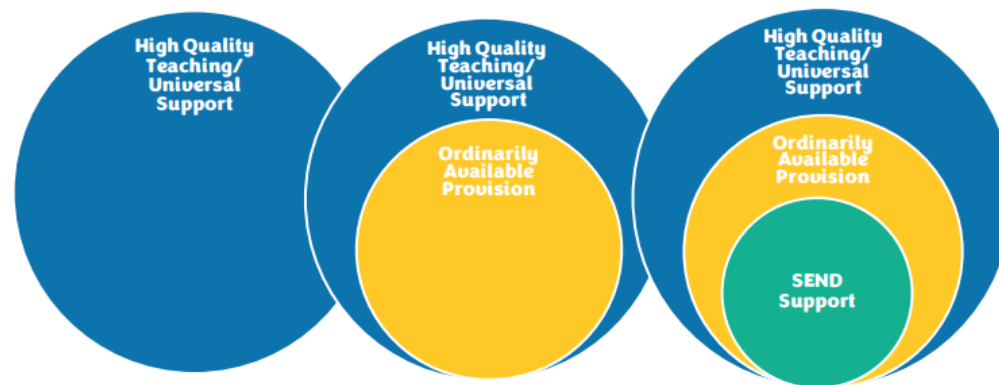
SEND Support or EHCP

Most children and young people with additional needs can be supported without an EHCP.

- assess a child's needs
- put support in place
- monitor and review the impact

This is called SEN support.

- If, in spite of the additional support, your child is still not making expected progress, your child may need a statutory education, health and care (EHC) assessment to work out what extra help they need.





Needs vs 'labels'

Throughout the UK, there is no requirement for a child or young person to have a diagnosis to be assessed to receive extra help in school.



Right to Choose Pathway

- Contact GP
- Legal right to choose who assesses your child
- Letter of support
- Psicon
- Clinical Partners



Where to find more information

- <https://www.manorcroftschool.co.uk/page/?title=SEND+Provision&pid=17>
- <https://www.surreycc.gov.uk/children/support-and-advice/local-offer/parents-and-carers/education-and-training/a-parent-carer-guide-to-ordinarily-available-provision-in-schools>
- <https://nassurreybranch.org/> National Autistic Society
- <https://www.sendadvice.surrey.org.uk/>
- <https://www.mindworks-surrey.org/> SEMH support (inc ADHD)
- <https://familyvoicesurrey.org/>
- <https://www.ipsea.org.uk/> Independent Provider of Special Education Advice



Any questions or suggestions?



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