

Welcome to Manor Wood School

A clear, accessible overview of SEND provision, partnership and support

At Manor Wood School, we understand that every child arrives with their own unique experiences, strengths and challenges.

Many of our pupils have faced significant **barriers to learning**, including anxiety, disrupted education and difficulties with relationships. Our role is to work alongside each pupil to understand these experiences and support them to move forward.

We take a **personalised, relational and trauma-informed approach**, focusing on helping pupils feel safe, valued and understood.

We believe that when pupils feel this sense of **safety and belonging**, they begin to become **regulated and ready to learn**, allowing them to re-engage with education, build confidence and make meaningful progress.

Our aim is for every pupil to:

- Feel safe and included
- Develop positive relationships
- Engage in learning
- Make progress from their individual starting points

This reflects our commitment to helping all pupils to **belong, participate and thrive**, which is central to current inspection expectations.

2. How We Work Together

We work closely with:

- Parents and carers
- Pupils
- Staff across the school
- External professionals

This report has been developed through consultation with all of these groups and is reviewed annually to ensure it reflects our provision.

Linked Policies

- SEND Policy
 - Safeguarding / Child Protection Policy (KCSIE aligned)
 - Behaviour Policy
 - Accessibility Plan
 - Equality Policy
 - Complaints Policy
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3. Understanding Needs and Removing Barriers

All pupils at Manor Wood have an Education, Health and Care Plan (EHCP).

We use this, alongside:

- Careful assessment on entry
- Ongoing observation and review
- Multi-agency input

...to build a clear understanding of each pupil.

We focus on identifying **barriers to thriving** and putting the right support in place to reduce these wherever possible.

4. What Support Looks Like at Manor Wood

Support is carefully personalised and may look different for each pupil.

It may include:

- Small group or 1:1 teaching
- Adapted curriculum approaches
- Emotional regulation support
- Relational and therapeutic strategies
- Communication support
- Sensory adjustments

We know that progress is not always linear. For many of our pupils, success may begin with:

- Attending more regularly
- Feeling safer in school
- Communicating their needs
- Re-engaging with learning

These are all important and meaningful outcomes.

5. How We Plan, Deliver and Review Support

We use a structured approach often referred to as:

Assess – Plan – Do – Review

- **Assess:** Understand needs and barriers
- **Plan:** Develop personalised provision
- **Do:** Deliver support consistently
- **Review:** Evaluate impact and adapt

This graduated approach ensures provision is flexible and responsive to pupils' needs.

6. How We Know Our Support is Working

We look at a range of information to understand impact, including:

- Progress towards EHCP outcomes
- Engagement in learning
- Emotional regulation
- Behaviour
- Attendance

- Feedback from pupils and parents

Leaders regularly review this information to:

- Identify pupils needing additional support
- Understand what is working well
- Adapt provision where needed

This ensures support remains responsive and effective.

7. A Realistic View of Progress

We recognise that for pupils with SEMH needs:

- Progress may take time
- Progress may not always be linear
- Small steps are significant

We celebrate these steps and build on them over time.

8. Working in Partnership with Parents

We know that strong relationships with families make a significant difference.

We support this through:

- Regular communication
- EHCP Annual Reviews
- Meetings and updates
- Collaborative planning

We aim to build trust and ensure you feel informed and involved.

9. Pupil Voice

Pupils are at the centre of everything we do.

They are supported to:

- Share their views
- Take part in reviews
- Express their needs in ways that work for them

We adapt communication approaches so every pupil can be heard.

10. Safeguarding and Wellbeing

Safeguarding is at the heart of our work.

We have:

- An open, supportive safeguarding culture
- Daily staff briefings and debriefs
- Strong relationships between staff and pupils
- Age-appropriate teaching about keeping safe

Our approaches are adapted to reflect the needs of pupils with SEND and SEMH, including those who may find communication more difficult.

11. Attendance and Engagement

We understand that attending school can be a challenge for some pupils.

We support this by:

- Working closely with families
- Identifying barriers such as anxiety or EBSA
- Using attendance support plans
- Gradually increasing engagement

Attendance and engagement are key indicators of inclusion, and we work carefully to improve these over time.

12. Specialist Support and External Agencies

We work with a range of professionals, including:

- Educational Psychologists
- CAMHS
- Speech and Language Therapists
- Occupational Therapists
- Social care

This helps ensure a holistic approach to supporting pupils.

13. Transitions

We take a careful approach to transitions.

Starting at Manor Wood

- Gradual transition
- Personalised timetable
- Time to build relationships

Moving On

- Careers support
 - Preparation for next steps
 - Individual planning
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14. Contact and Further Support

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For further information:

- [View Bristol SEND Local Offer](#)
- [View School Complaints Policy](#)

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