

SEN Information report

Manor High School

Approved by:

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1. Aims

Our SEN information (2019) report aims to:

- Set out how Manor High School will support and make provision for pupils with special educational needs (SEN).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN.
- Explain how our school strives to achieve the best outcomes for pupils with SEN and disabilities.

2. Legislation and guidance

This information report (2019) is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

Our School has 1 SENCO: Mrs V Mehta

Should you wish to contact the SENCO, you can email vmehta@manorhigh.leics.sch.uk

The SENCO will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with previous and potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEN up to date.

4.2 The SEN governor (Mrs N Butt)

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

4.3 The headteacher (Mr L Powell)

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow the SEN policy (2019).

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Disorder (ASD), Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, Dyslexia, Dyspraxia,
- Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate learning difficulties (MLD)

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

For more information on our core offer, please see our SEN Policy (2019).

5.3 Consulting and involving pupils and parents

Pupils with Special Educational Needs or Disabilities are identified as early as possible. Manor High has established a three staged process for identification, assessment and provision, in accordance with the 2015 Code of Practice. Throughout the process of SEN identification, parent/carers involvement is crucial in order for us to best support your child's needs.

We will have an early discussion with the pupil and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and a copy of this given to parents/carers upon request.

Parents/carers will be formally notified when it is decided that a pupil will receive SEN support, or when advice is sought from outside agencies.

5.4 Assessing and reviewing pupils' progress towards outcomes

In addition to a child receiving an Individual Education Plan (IEP), or a SEND support plan, we will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil.
- Their previous progress and attainment and behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The pupil's own views.
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

The Oadby family of Schools shares its systems and structures, training and good practice. There is a common approach to record keeping systems for pupils with SEND. These records are passed to the relevant School.

Once identified, The SENCO from the next school is invited to the Annual Review or Multi-Disciplinary meeting of a child with an EHCP, which precedes transfer.

When a pupil transitions to a new year group, class teachers closely liaise to ensure a smooth transition for that pupil and that their provision continues to meet their needs. If required, a pupil will visit their new class and spend time with their class teacher in addition to the standard transition plan that all children receive.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We also provide interventions. Here is a list of some of the interventions we provide for identified children (key stage dependent):

- Maths
- Literacy
- Communication and Language
- Speech and Language
- Social Communication

5.7 Adaptations to the curriculum and learning environment

Manor High is a mainly single storey school with internal steps to the main hall. There is access to all facilities and the school can offer wheelchair access at the main entrance to accommodate children with physical difficulties and there are some accessible toilets. We also have a lift in areas where applicable. In accordance with the Equality Act 2010 the school has an 'Accessibility Plan' which shows how the school plans to improve access progressively over time and a policy for 'Supporting Pupils at School with Medical Conditions' including the administration of medication. There is a designated parking space in the car park for people with disabilities needing extra space.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, smaller group work, teaching style, content of the lesson, pre-teaching.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, social stories, visual aids.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, work stations.

5.8 Additional support for learning

Contact is made with the Social Services Department and Educational Welfare Service as appropriate. Referrals are made to organisations such as 'Early Help' when deemed appropriate. School may also work with the following services:

- Educational Psychology Service
- CAMHS
- Speech and Language Therapy (SALT)
- Vision Support Team
- Assistive Technology for Education Team
- Autism and Learning Support Team (Previously Autism Outreach Service)
- Hearing Support Team
- Physiotherapy
- Occupational Therapy,
- the Area Special School outreach team

This is not an exhaustive list of services that Manor High works with to support the needs of the children.

5.9 Expertise and training of staff

At Manor High we enjoy a collaborative relationship in order to support all pupils. Good practice is shared, and training opportunities sort and disseminated to ensure continued high-quality teaching and support.

5.10 Securing equipment and facilities

Where necessary, the School seeks advice from Leicestershire Specialist Teaching service. Within this service there are:

- Vision Support Team
- Assistive Technology for Education Team
- Autism and Learning Support Team (Previously Autism Outreach Service)
- Hearing Support Team

For more information please visit: <https://resources.leicestershire.gov.uk/specialist-teaching-service>

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term.
- Regularly reviewing the impact of interventions.
- Using pupil questionnaires.
- Monitoring by the SENCO.
- Using provision maps to measure progress.
- Holding annual reviews for pupils with EHC plans.

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to take part in sports day, school plays, performances, parent and family sessions.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Please see our SEN Policy (2019) for more information regarding how we support pupils with disabilities.

5.13 Support for improving emotional and social development

Supporting our pupil's emotional well-being and social development is a priority at Manor High School. We were awarded the National Well-being award in May 2019. We provide support for pupils to improve their emotional and social development through our structured PSHE programme. This is a mindful approach to the curriculum carefully planned to meet the emotional and social development needs of our pupils.

We have a zero-tolerance approach to bullying. We were awarded the Anti bullying Gold Award in October 2018. Please see our anti bullying policy.

5.14 Working with other agencies

Manor High has a healthy Together practitioner within the Health Authority. If a referral is made a care navigator will follow up on that referral and direct to the appropriate service. Similarly, contact is made with the Social Services Department and Educational Welfare Service as appropriate. Referrals are made to organisations such as 'Early Help' when deemed appropriate. School may also work with the following services:

- Educational Psychology Service
- CAMHS
- Speech and Language Therapy (SALT)
- Vision Support Team
- Assistive Technology for Education Team
- Autism and Learning Support Team (Previously Autism Outreach Service)
- Hearing Support Team
- Physiotherapy
- Occupational Therapy,
- the Area Special School outreach team

This is not an exhaustive list of services that Manor High works with to support the needs of the children.

5.15 Complaints about SEN provision

Parents/carers are encouraged to discuss any problems or concerns with the school. These should be raised initially with the pupil's class teacher. Most problems can be resolved in this way, but if this does not happen, parents may raise the concern with the SENCO or Head Teacher. If necessary, the parents may complain to the governors and, if they are still dissatisfied, may take their complaint to the LA's statutory SEND disagreement resolution process.

5.16 The local authority local offer

Our local authority's (Leicester City) local offer is published here: <https://families.leicester.gov.uk/send-local-offer/>

Our local authority's (Leicestershire) local offer is published here: <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

6. Monitoring arrangements

This SEN information report will be reviewed **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- SEN policy
- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions