



MANOR HIGH SCHOOL

Special Educational Needs & Disability Policy

Reviewed by Governing Body	11 th January 2024
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Overview

At Manor High School all children are entitled to a broad, balanced, relevant and differentiated curriculum. As a caring school, we acknowledge the unique creation of every person and endeavor to meet the individual educational needs of all pupils. We are committed to providing the right support in order to meet the needs of every pupil so that they can reach their full potential. Every teacher is a teacher of every pupil including those with special educational needs and disability (SEND).

Aims

Our SEND policy aims to:

- To provide an environment in which all pupils are able to reach their potential
- To raise the aspirations of and expectations for all pupils with special educational needs; improving
- their outcomes
- To ensure that the special educational needs of pupils are identified, assessed and provided for
- To identify the roles and responsibilities of staff in providing for a student's special educational needs
- To ensure students are partners with school and parents in the decision making about their education
- To ensure that parents are able to play their part in supporting their child's education

Objectives

At Manor High School we welcome students with special educational needs (SEN) as part of our community. All students are welcome in accordance with the LA's admission policy. We strive to ensure that everyone has an equal opportunity to fully engage in the whole curriculum. Our objectives are:

- To implement the SEN and Disability Code of Practice 0 to 25 years (January 2015)
- To respond to the requirements of any Statement/ Education and Health Care Plan (EHC Plan)
- relating to a pupil in school
- To adhere to the Leicestershire Local Authority (LA) guidelines for Inclusion
- To implement the Equality Act 2010
- To maintain a register of pupils with special educational needs and disabilities (SEND Support and Statement/EHC Plan)
- To liaise with outside agencies to assist in making appropriate provision for children with special
- educational needs and disabilities
- To monitor, record and evaluate the progress of pupils on a continuous basis
- To establish a good communication system, both within the school and between school, external
- agencies, governors and parents/carers
- To work closely with senior staff, pastoral staff and subject teachers, providing information on pupils and their needs
- To ensure that a wide variety of teaching strategies are used for pupils with SEN, including the use of information technology to support learning

- To ensure that pupils with SEN are fully included in all aspects of school life

Legislation and guidance

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years, January 2015 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Statutory Guidance on supporting pupils at school with medical conditions, April 2014
- Keeping Children Safe in Education, 2023
- Teachers Standards 2012
- Anti-bullying, Behaviour, Safeguarding, Complaints Procedures, Disability Equality Scheme and Policy, Freedom of Information, Looked After Children, Pupil Premium and Race Equality Policy.

Definitions

According to the SEN and Disability Code of Practice 0 to 25 years (2015)

“A child or young person has SEND if they have a learning difficulty or disability which calls for

special educational provision to be made for him or her.”

“A child of compulsory school age or 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.” DfES: Special Educational Needs and Disability code of practice: 0 to 25 years, January 2015 p15-16.

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provisions 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

Roles and responsibilities

The SENDCo

The SENDCo liaises closely with individual members of SLT, subject teachers, tutors, support staff and Faculty Heads as all staff in school have a responsibility for students with SEND.

The Deputy SENDCo is Hannah Merritt, the Lead SENDCo is Vanessa Mehta reporting directly to the Head teacher, with an Inclusion Administrator, Mandeep Rattan.

The SENDCo will:

- Work with the Head teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Advise on the deployment of the school's delegated budget and other resources to meet student needs effectively.
- Managing and developing the roles of Teaching Assistants, through training and Performance Management.
- Liaising with outside agencies and other SENDCo's, both locally and nationally.

The SEND Governor

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- In partnership with the Head teacher, the Governors have responsibility for deciding the school's general policy and approach to meet the needs of students with SEND

The Headteacher

The Head teacher will:

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

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Raising awareness of school responsibilities towards SEND
- 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

Teaching Assistants

Teaching Assistants will:

- Support students with SEND and the wider school population
- Monitor progress against targets
- Plan and deliver individualised programmes where appropriate
- Contribute to the review progress of plans and provisions in place for individual students

The kinds of SEND that are provided for

Special educational needs and provision can be considered as falling under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

Communication and Interaction

Students with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every student with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Pupils with Autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when students learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties

Pupils may experience a wide range of social and emotional difficulties which manifest themselves in many ways. Other students may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical Needs

Some pupils require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many students with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Pupils with MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. Some students with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Identifying Special Educational Needs

At Manor High school we use a variety of different ways to assess whether a student has special educational needs. Initially records for pupils with SEND from primary schools are used to identify

those pupils already on the SEND Register. The SENDCo visit primary feeder school SENDCo's to discuss the needs of the pupils and the provision that has been made for them in primary school.

Where a pupil's needs are literacy or numeracy based, they are automatically entered on to our SEND Register. Pupils with an EHC Plan in place are automatically transferred and we liaise closely with the relevant primary feeder school.

All pupils on entering Year 6 are given a group reading test and a spelling test, the results from these will determine if further assessment is required. All pupils on the SEND Register are tested again at the end of the academic year. Progress is measured and reviews of interventions take place.

We also make use of the following:

- School based assessments (including Cognitive Ability tests)
- Progress monitoring throughout the year
- Information from parents and carers
- Concerns raised by a parent or member of school staff
- Liaison with external agencies
- Formal diagnoses by healthcare professionals
- Every endeavour will be made to make reasonable adjustments for pupils who may have a disability under the Equality Act 2010. Pupils who need specialist help at a level which school is unable to provide, are referred to an appropriate outside agency. It is important to consider the following that may impact on progress and attainment but are not special educational needs:
 - Disability (the Code of Practice outlines the "reasonable adjustment "duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
 - Attendance and Punctuality
 - Health and Welfare
 - English as an Additional Language
 - Being in receipt of Pupil Premium Grant
 - Being a Looked After Child
 - Being a child of a Serviceman/woman

A Graduated Approach to SEND Support

We follow the Graduated Approach and the four-part cycle of **assess, plan, do, review**.

Teaching students with SEND is a whole school response. Subject teachers are responsible for the progress and development of pupils in their class, including the support given by Teaching Assistants or external agencies. High quality teaching, differentiated for pupils' needs, is the main way we respond to pupils with SEND. Additional intervention and support cannot make up for a lack of good teaching. However, if pupils still experience a significantly greater difficulty in learning then further assessments will be carried out.

Under the Graduated Response, provision is identified and managed by the SENDCo but will be planned and delivered by the teaching and support staff.

The SENDCo organises the **assessment** of the pupil's needs.

The SENDCo and subject teachers in consultation with parents and the pupil **plan** the adjustments, interventions and support that will be put into place.

Curriculum Learning Support Assistants will be deployed to meet the specific needs of each child on the SEND Register. They will meet with children individually to write a 'One Page Profile' together. This will say what is important to and important for the child. It will also inform school staff how to best support that child. Listening to and working with the child is very important for everyone at Manor High School.

To **do** the plan, the subject teacher remains responsible for working with the pupil.

The interventions are formally **reviewed** termly against expected impact on progress taking into account the views of the parent and pupil.

Pupils with Special Educational Needs or Disabilities are identified as early as possible. Manor high School has a number of stages for identification, assessment and provision, in accordance with the 2015 Code of Practice. These stages are:

- 1 – Differentiated, high quality teaching including extra short-term support.
- 2 - SEN Support (with or without a SEND Support Plan) with additional individualised support.
- 3 - Education Health and Care Plan (EHCP).

1

The first stage is a school-based stage where it is anticipated the needs of pupils can be met through school based provision. Prior to placing a pupil on the Special Educational Needs and Disabilities Support Record, class teachers may identify pupils with a potential Special Educational Need and consulting the Special Educational Needs Coordinator (SENDCo), will complete a 'Cause for Concern' proforma. Initial action to address those needs and concerns is taken and progress monitored carefully.

Causes of concern could be raised by classroom teachers and/or parents because of difficulties with: reading, language, listening Skills, visual Skills, writing, organizational skills, spelling, numeracy, literacy, social and emotional or medical needs.

One of these areas alone would not necessarily trigger a concern but if a cluster of difficulties arose then a child would be described as having special educational needs and/or disabilities. Teachers' professional judgements and effective tracking of pupils will ensure that a child having difficulties would be identified early.

2

In addition to school-based provision, the second stage may require the pupil having a SEND support plan. The SEND support plan generally means that access to resources over and above what the school is able to provide, is required. These SEND Support Plans will be reviewed in line with the school's systems of assessing, planning and reviewing progress. All children who have a SEND Support Plan will also have their voice heard and included on the plan, to obtain as much information about the child in question and is outcome driven. It provides an opportunity for the child to discuss their ambitions and prepare them for adulthood. This graduated response recognises that there is a continuum of Special Educational Needs and Disabilities and that the majority of children will lie at the SEND Support Stage.

Stage 2 Indicators:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or numeracy skills that result in poor attainment in some curriculum areas.
- Presents persistent social, emotional or mental health difficulties, which are not ameliorated by the behaviour for learning policy.
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment where appropriate.
- Has communication and/or interaction difficulties and continues to make little or no progress

despite the provision of an adapted curriculum.

The SENDCo, will gather relevant evidence and decide if the child is placed on the SEND Register. The SENDCo will arrange to meet the pupil's parents/carers to discuss the areas of concern; strengths; home support; targets and review timescale. At the review parents/carers contributions will be recorded.

SEND Support Plan

The indicators for a pupil receiving SEND Support to have a SEND Support Plan may be:

- continues to make little or no progress in specific areas over a long period.
- continues working below at age-related expected.
- continues to have difficulty in developing literacy and numeracy skills.
- have social, emotional and or mental health difficulties which substantially and regularly interfere with the child's own learning or that of a class group, despite having an individualised plan.
- has sensory or physical needs and requires additional specialist equipment or advice or visits by a specialist service.
- has ongoing communication or interaction difficulties that impede the development of social

relationships and cause substantial barriers to learning.

A pupil with a SEND Support Plan will have had the involvement of external support services, both those provided by the LA and by outside agencies. These will be consulted to provide more specialist assessments and to advise teachers about strategies including more personalised targets to address individual needs where required. Parents are always consulted before an external agency is involved and parental consent is required.

3

If a pupil, despite the school having taken relevant and purposeful actions to identify, assess and meet the SEN of the child or young person, has not made expected progress, the school will consider requesting an Education, Health and Care needs assessment. The school will provide evidence of the action it has taken in the form of an SEND Support Plan to inform the Local Authority's decision. The LA considers the need for an EHCP and arranges, monitors and reviews provision.

Managing students' needs

In order to fully comply with the SEN and Disability Code of Practice 0 to 25 years, 2015, the SENDCo has a managerial role in coordinating effective educational provision for children with special educational needs.

The responsibilities are:

- overseeing the day to day operation of this policy
- liaising with and advising colleagues and subject departments
- coordinating provision for children with special needs
- maintaining the school's SEND Register and overseeing the records on all pupils with SEND
- advising on the graduated approach to providing SEND support
- liaising with parents of children with SEND
- contributing to the in-service training of staff and governors
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with and being a key point of contact to external agencies including the educational psychology service and other support services, medical and children's services and voluntary bodies
- liaising with the next providers of education to ensure a pupil and their parents are informed about options for a smooth transition
- working with the Head Teacher and school Governors to ensure school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements. All pupils on the SEND Register are in teaching groups equivalent to their academic ability. Therefore, SEND support is dispersed across many teaching groups and in consultation with subject teachers to the level of support that is required.

SEND Support

Interventions are provided that are additional to or different from those provided as part of our school's usual differentiated teaching. Intervention is triggered by concerns raised by teachers and others and supported by evidence about a pupil who, despite receiving quality first teaching and differentiated learning opportunities:

makes little or no progress even when teaching approaches are targeted particularly in a pupil's

identified area of weakness

shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas

has sensory or physical problems, and continues to make little or no progress despite the provision

of specialist equipment

has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of quality first differentiated teaching.

concerns are also triggered by parents and / or pupils themselves. Listening to pupils and parents is

an essential partnership at Manor High School.

The SENDCo facilitates further assessment of the pupil's specific needs. The SENDCo plans future support and expected outcomes for the pupil in discussion with colleagues. The action taken is monitored and reviewed against the outcomes. Where the pupil needs individual tuition to meet their needs, it is planned and provided by the SEND Department in consultation with the English & Maths Departments.

The pupil's teachers remain responsible for working with the pupil on a daily basis and for planning and delivering an individualised programme. If progress is not made against expected outcomes, then the SENDCo liaises with external support services and professionals to provide appropriate strategies to support a pupil. The specialist services, together with the SENDCo plan the provision together and provide support. If expected outcomes are met, the level and type of intervention will be reviewed and modified. We ensure that pupils with SEND receive equality of entitlement to the National Curriculum and are integrated into all the activities of the school as far as it is practicable.

External Support

In our school if we feel a student requires more specialist help, we work with the following people to get this:

Communication and Autism Team

SENDIASS

Educational Psychologist & Clinical Psychologist Service

CAMHS

School Nurse and other Healthcare Professionals

Local Organisations and charities

If, however, expected outcomes have not been met and the pupil still has a significantly greater difficulty in learning than their peers, then a request for an Education and Health Care Plan (EHC Plan) will be considered.

Education and Health Care Plans

The SENDCo follows the process governed by the SEN and Disability Code of Practice 0 to 25 years (2015). See appendix one for further information.

Parental involvement

Our school has an open door policy to parents ensuring we are always approachable so parents and carers feel involved in the education of their child. In addition, our school aims to regularly involve parents in the education of their child through a variety of different ways including:

- Meetings with our SENDCo, subject teachers and support staff
- Target setting so parents and carers can see what their child is working on next
- Parent Forums
- Information on the school website
- Parents' evenings
- Parent drop-ins/coffee mornings and evenings
- Signposting to parent groups
- Parents' views on SEN/Annual Review documents
- Parent questionnaires

Students Voice

We aim to involve all students in our school in the evaluation and implementation of their own

education. For students with special educational needs we use a variety of strategies to support this including:

- Person Centred Reviews in liaison with Pupil & School Support
- Student involvement in setting their own targets
- Student target review meetings
- Self-assessment
- Having a range of equipment available for the student to choose to use
- Ensuring the student has a designated adult to go to if they need help
- Membership of the school council (by choice)
- One-page Student Profiles
- Medical alert cards and medication passes
- Visual timetables
- Time out cards
- Student questionnaires and ongoing student voice through form time

Dealing with complaints

If you have a complaint about the school, please contact the SENDCo in the first instance and we will do everything we can to respond to the complaint. If this does not resolve the issue, the complaint should be directed to our Head teacher. Our school and governing body take complaints seriously and will act upon these on an individual basis.

Contact details for raising concerns: SENDCo: Hannah Merritt

Email: SEND@manorhigh.leics.sch.uk

Contact number: 0116 271 4941

Monitoring and reporting arrangements

The Head teacher is responsible for day to day management of all aspects of the school's work including special educational needs and keeps the governing body fully informed. The SENDCo provides an annual written report to the Governing Body, detailing current issues, developments and future plans. The SENDCo and SEND Governor meet termly where they discuss current practice. The SENDCo expects to be challenged by the SEND Governor in order to continually improve practice and delivery for all pupils with SEND at Manor High School.

Reviewing the policy

This policy is monitored by the Head teacher and the SENDCo. They also receive support from the named Governor for SEND Manor High School. Parents and carers with children who have SEND and pupils on the SEND Register are also involved in the annual review of the policy.

Support services

SENDIASS exists to provide advice and information to parents and students. They can explain the special educational needs procedures, help parents understand the law and procedures and provide information on other issues that may be useful.

SENDIASS Leicestershire can be contacted on 0116 3055614 or at sendiass@leics.gov.uk

SENDIASS for Leicester City can be contacted on: 01164820870 or info@sendiassleicester.org.uk

Parents and carers can also refer to The Leicestershire and Local Authority's Local Offer which can be found at:

The Leicestershire Local Offer can be found at: www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/about-the-local-offer

The Leicester City Local Offer can be found at: <https://families.leicester.gov.uk/send-local-offer/>

Appendix 1 – Deciding whether to issue an EHC plan

Where, in light of an EHC assessment, it is necessary for special educational provision to be made in accordance with an EHC plan, the local authority must prepare a plan. Where a local authority decides it is necessary to issue an EHC plan, it must notify the child's parent or the young person and give the reasons for its decision. The local authority should ensure it allows enough time to prepare the draft plan and complete the remaining steps in the process within the 20-week overall time limit within which it must issue the finalised EHC plan.

In deciding whether to make special educational provision in accordance with an EHC plan, the local authority should consider all the information gathered during the EHC needs assessment and set it alongside that available to the local authority prior to the assessment.

Local authorities should consider both the child or young person's SEN and the special educational provision made for the child or young person and whether:

The information from the EHC needs assessment confirms the information available on the nature and extent of the child or young person's SEN prior to the EHC needs assessment, and whether

The special educational provision made prior to the EHC needs assessment was well matched to the SEN of the child or young person

Where, despite appropriate assessment and provision, the child or young person is not progressing sufficiently well, the local authority should take into account:

Whether the special educational provision required to meet the child or young person's needs can reasonably be provided from within the resources normally available to mainstream early years' providers, schools and post-16 institutions, or

Whether it may be necessary for the local authority to make special educational provision in accordance with an EHC plan

Where a local authority carried out an EHC needs assessment for a child or young person and their circumstances have changed significantly, or

The child or young person has recently been placed in a new setting or

Their special educational needs were identified shortly before the EHC needs assessment,

If no comparable special educational provision was being made for the child or young person prior to the EHC needs assessment, then the local authority should consider what new special educational provision is needed.