



## Manor High School's SEND Information September 2024/25

Manor High School is a fully inclusive comprehensive school serving Oadby and the surrounding areas in Leicestershire and Leicester City. At Manor High School, all students are valued equally, regardless of where their abilities lie. The school has a commitment to inclusion within the framework of an entitlement for all students to a broad, balanced, comprehensive curriculum. Within its aims, Manor High School is committed to equal opportunities, with students being encouraged and supported to achieve their full potential, whatever their academic or physical ability.

The school actively seeks to remove barriers to learning and participation that can hinder, or exclude, individuals or groups. We are committed to ensuring that students experience the very best education possible through an efficient and effective deployment of our resources.

Students across the age range and all abilities will:

- Receive a broad, balanced curriculum which allows them to make informed choices as they progress through and beyond the school.
- Be encouraged to participate in school and to feel their contribution is valued.
- Be treated as individuals where their individual needs, interests and aptitudes are recognised.
- Be encouraged as individuals to respect themselves, others and the environment.
- Be provided with opportunities for continued growth and development to enable them to increase their self-esteem and confidence.
- *Learn to take an increasing responsibility for their own learning and actions so that they will be equipped to deal with life after school.*
- *Be encouraged to see education as a life-long process to the benefit of all aspects of their life.*

The information required to be included in this SEND Information Report is stated in **The Special Educational Needs and Disability Regulations 2014 SCHEDULE 1: Information to be included in the SEN information report**. This can be found at: <https://www.legislation.gov.uk/uksi/2014/1530/schedule/1/made>



## Manor High School's SEND Information September 2024/25

### Regulation 3 – Special Educational Needs and Disability (Information) Regulations (2014)

Name & Address of School:	Manor High School Cope Close Oadby Leicestershire LE2 4FU
Telephone Number:	0116 2714941
Head Teacher:	Mr Simon Greiff
Head Teacher's Contact Details:	<a href="mailto:Admin@manorhigh.leics.sch.uk">Admin@manorhigh.leics.sch.uk</a> FAO Mr Greiff
Website Address:	<a href="http://www.Manorhigh.leics.sch.uk">www.Manorhigh.leics.sch.uk</a>
Twitter Feed Details:	@ManorHighSchool
Age Range of Students:	11-16 years
Date of Last S.5 Inspection:	July 2024
Outcome of Last Inspection:	Good
Designated unit or Learning Support Department?	SEND Department <a href="mailto:www.SEND@manorhigh.leics.sch.uk">www.SEND@manorhigh.leics.sch.uk</a>
Total Number of Students with SEND	156 with known SEND, 35 of which have EHCPs

Regulation	Question	School response
The kinds of special educational needs for which provision is made at Manor High School.	What kinds of SEND do students have in your school?	<p>Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Code of Practice 2014).</p> <p>Students at Manor High School have a range of difficulties including communication and interaction, cognition and learning, social, emotional and mental health difficulties and sensory or physical difficulties.</p>
Information about Manor High School's policies for the identification and assessment of pupils with special educational needs.	How do you know if a student needs extra help?	<p>When your child first joins Manor High School, we use information from a range of sources to help identify SEND and other needs. These include information from parents/carers, primary school teachers, end of key stage 2 levels, base line testing, literacy and numeracy tests, application form information, transition programme of primary school visits, enhanced transition programmes, specialist professional colleagues and external agencies information.</p> <p>Our Class Teachers, Curriculum Leaders and House Managers closely monitor the progress and attainment of all students, including those who have or may have SEND. The continuous monitoring of students during their time at Manor High School will further identify any students with an emerging special educational need. This identification may come from tutors, subject teachers, learning support staff, House Managers, outside agencies, parents/carers or from the students themselves. The Graduated approach to SEND would then be initiated to support the student.</p> <p>All students with SEND and who need extra support, are placed on the SEND register, which is accessible to all staff. All students with SEND have a SEND passport, which can be located on Edukey, indicating relevant strategies to support the child's specific needs. Staff use this information to inform their lesson planning, teaching and learning activities. Targeted interventions are planned and delivered where appropriate by the curriculum teams. In order to meet individual needs it is necessary to provide targeted intervention, this maybe outside the classroom, led by the Higher Level Teaching Assistants (HLTA's). This approach may include small group or individual work across a broad range of activities to support the educational, social and emotional development of the student.</p>

How the school evaluates the effectiveness of its provision for such pupils.	<p>How will I know that my child is making progress?</p> <p>How do you evaluate provision?</p>	<p>All students, including those with SEND, are assessed on a regular basis, in accordance with the school's assessment policy. Teachers formally assess and review progress and attainment three times a year. Data is communicated to parents/carers by a report that is sent home. Additionally, Parents' Evenings are held once per academic year to discuss progress, attainment and further steps to improve. All students with an Education, Health and Care Plan have an Annual Review. Students on the SEND register will also have a termly review and parents will have the opportunity to discuss their child's progress on a termly basis. This review may be with the Deputy SENDCo, a House Manager or the Form Tutor.</p> <p>The school has a process that assesses the effectiveness of teaching and learning for all students, including those with SEND and the outcomes of these evaluations are used to create and implement development plans for all aspects of school life. Additionally, progress and attainment data from students' interventions is analysed for impact and used to inform future planning.</p>
The school's arrangements for assessing and reviewing the progress of pupils with special educational needs.	How do you check and review the progress of my child and how will I be involved?	<p>The class teachers and Heads of Department will monitor and review your child's attainment. Where a student is not making the right amount of progress, an intervention will then be put in place. At the next reporting time we will check whether progress has been made or whether different intervention or support is needed.</p> <p>We welcome the involvement of parents/carers and want to keep you up-to-date with your child's progress. This will be done through Parents' Evenings, emails, telephone calls, appointments made with individual teachers and Annual Reviews and termly reviews for those students on the SEND register.</p> <p>The school provides information for parents through newsletters, information on the website, Open/Information Days/Evenings and letters home.</p>
The school's approach to teaching pupils with special educational needs.	How do teachers help pupils with SEND?	<p>All of our teaching and learning staff have high expectations of all students, including those with SEND. All teaching and learning staff will be informed about your child's individual needs and will adapt their lessons to meet these requirements. Teachers are trained and have experience in doing this. This may involve using different teaching and learning strategies, the provision of different learning experiences, adaptation of resources and activities so that your child can access the lessons fully.</p> <p>When your child is approaching GCSEs, if we think it is needed, we will assess and apply for Exam Access Arrangements in line with the Joint Council Qualifications for exam regulations. Access arrangements must be in place by the start of year 11 to comply with JCQ examination regulations.</p>

<p>How the school adapts the curriculum and learning environment for pupils with special educational needs?</p>	<p>How will the curriculum be matched to my child's needs?</p> <p>How accessible is the school environment?</p>	<p>Most of our students follow our rigorous and ambitious national curriculum, however a very small number of students have a more personalised curriculum to support their individual needs. This may include; additional literacy, phonics, numeracy; and/or other intervention groups at KS3. At KS4 the majority of students, including those with SEND follow our EBACC school curriculum. A few SEND students may require an adaptation to this pathway and may study a vocational course at KS4.</p> <p>Our school is a safe and accessible building and it is welcoming to the whole community. We have a range of different facilities to help SEND students throughout our school including a lift in humanities to access all areas; Disabled toilets; Our Cubbie is available for proactive sensory intervention, and there is equipment to help support students with reading and writing. Including Laptops in KS4 and iPads in KS3.</p> <p>An Accessibility Plan is in place and available from our academy website.</p>
<p>What additional support is available?</p>	<p>Is there additional support available to help pupils with SEND with their learning?</p> <p>How are the school's resources allocated and matched to children's special educational needs?</p> <p>How is the decision made about how much/what support my child will receive?</p> <p>What triggers the consideration of an EHCP?</p>	<p>At Manor High we have a selection of staff to support students to address additional needs, including those with SEND. This includes the SENDCO, Deputy SENDCO, Safeguarding Team, House Managers, HLTA's, Teaching Assistants and a SEN Administrator.</p> <p>Resources are allocated based on evidence of need and effectiveness. Students with an EHC Plan have resources allocated as outlined in their plan. Teaching Assistants are allocated, where resources allow, to support students in the lessons depending on their area of need.</p> <p>Our HLTA's are available to support with intervention during the school day. ELSA TAs support with friendship and self- esteem issues. Our Cubbie is available for sensory proactive intervention.</p> <p>Students with EHCPs will have targets and strategies linked to their EHC Plan. Annual Reviews involving the student, parents/carers, subject staff, form tutor and other professionals evaluate those targets and strategies. The decision is based on evidence of need and impact. SEN support students' needs are mostly met in the classroom. In most cases, these students will also receive intervention, based upon the analysis of school data, to meet the students needs.</p> <p>When a student's needs are more complex, we may consider requesting an EHCP. We work alongside external professionals and parents and gather evidence to support this request.</p>

How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs.	<p>What social, before and after school, and other activities are available for pupils with SEND?</p> <p>How can my child find out about these activities?</p> <p>How will my child be included in activities outside the classroom, including school trips?</p>	<p>A range of academic, sports and interest clubs as co-curricular activities are available at Manor High School after school. These are open to all students including those with SEND.</p> <p>The Extra-Curricular timetable is available on the school's website.</p> <p>We run a Games room every lunch time and TAs are available in the study centre after school for support with homework.</p> <p>All students in the school are encouraged to take part in cross-curricular activities. Day and residential trips are open to all students and your child's specific needs can be discussed if they wish to join such a trip.</p>
Support that is available for improving the emotional, mental and social development of pupils with special educational needs.	What support will there be for my child's overall wellbeing?	<p>At Manor High School we take our pastoral responsibilities very seriously. We provide a high level of support and guidance. All students are members of a tutor group that they remain with (in most cases) as they progress through the school. This allows for a strong relationship to build between tutor and student and parents/carers. The Tutor is the Trusted Adult for your child.</p> <p>In addition, there are other members of staff who provide pastoral support, these include the House Managers and TAs, designated safeguarding leads, Deputy SENDCo and the School Counselling Service. We have a HLTA who is working closely with SEND pupils to help them recognise and regulate their emotions. We can also liaise/refer with external agencies to provide support or to address emotional, mental and social development needs of our students.</p>
In relation to mainstream schools, the name and contact details of the SEND Co-ordinator.	<p>Who should I contact if I want to find out more about how Manor High School supports pupils with SEND?</p> <p>What should I do if I think that my child may have a special educational need or disability?</p>	<p>The SENDCO is Fiona Ager</p> <p>The Deputy SENDCO is Diana Isherwood Contact details: email <a href="mailto:SEND@manorhigh.leics.sch.uk">SEND@manorhigh.leics.sch.uk</a> Telephone: 0116 2714941</p> <p>Speak to your child's tutor in the first instance. They will discuss and/or refer your concerns with members of staff accordingly.</p>

Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.	What training have the staff supporting children and young people with SEND had or are having?	<p>We have a SEND support department which is made up of the Lead SENDCo, Deputy SENDCo and a number of teaching assistants. These staff have a range of experience and training completed and in progress covering various SEND needs and include the National SENDCO Award, Supporting students with ADHD, Autism Education Trust Level 2, and managing behaviour.</p> <p>House Managers are trained or have experience in the following: CAMHS training with a focus on self-harm, Parenting in the Digital Age, Child Protection including the digital environment.</p> <p>Training is provided to all staff, including teachers and teaching and learning support assistants, as the needs arise. There is ongoing training for all staff as well as opportunities to further develop skills. Staff who are new to the school follow an induction programme which includes training and information on SEND.</p>
Information about how equipment and facilities to support children and young people with special educational needs will be secured.	What happens if my child needs specialist equipment or other facilities?	We can access the services of the Visual and Hearing Impaired team and the Disability team to secure and assess the need for equipment and adaptations. These services are contacted when necessary and appropriate according to your child's needs.
The arrangements for consulting parents of children with special educational needs about, and involving such parents in the education of their child.	<p>How will I be involved in discussions about and planning for my child's education?</p> <p>How will you help me to support my child's learning?</p>	<p>We will need you to support us and your child by encouraging them to fully engage with their learning and any interventions or extra support offered.</p> <p>Help them to be organised for their day (right equipment and books)  Good attendance and punctuality  Completion of homework to the best of their ability  Providing opportunities for reading practice at home  Attending Parents' Evenings  Attending any meetings specifically arranged for your child</p> <p>We will support you by having regular communication with the form tutor regarding your child and their specific needs. EHCP students will also receive additional communication from your child's keyworker.</p>

The arrangements for consulting young people with special educational needs about involving them in their education.	How will my child be involved in his/her own learning and decisions made about his/her education?	Students are encouraged to take part in Student Voice activities, contribute to their SEND Passport, regularly evaluate their own work in lessons, attend review meetings, contribute to any outcomes agreed at review meetings, reflect on their learning and achievement by completing feedback documents prior to review meetings. If appropriate, some students will have an academic mentor that will meet with them to discuss their attainment, progress and next steps for improvement.
Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents and pupils with special educational needs concerning the provision made at the school.	Who can I contact for further information?  Who can I contact if I have a complaint?	Please contact Simon Greiff, Headteacher for further information.  For any initial concerns please contact your child's subject teacher or their form tutor who may refer your concerns to a more senior member of staff if needed. Alternatively, please contact Diana Isherwood, Deputy SENDCo.  For SEND related complaints, please follow the complaints policy, which can be found on our website. please try to resolve the issue in the first instance by contacting Diana Isherwood, Deputy SENCO. If you are not satisfied with the response received, please contact Fiona Ager, the SENCO via the SEND team.
How the governing body involves other bodies, including health and social services, local authority support services and voluntary organisations in meeting the needs of pupils with special educational needs and in support of families of such pupils.	What specialist services and expertise are available at or accessed by the school?	As a school, we can access a range of services including Child and Adolescent Mental Health Services (CAMHS); Social Care; School Nurse; Educational Psychology Service; Careers Service; Speech and Language Service; Specialist Teaching Services; Autism Outreach and the Children's Occupational Health Service. This is not an exhaustive list. These services and others are contacted when necessary, according to your child's needs.
The contact details of support services for parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.	Who should I contact to find out about support for parents and families of children with SEND?	Leicestershire Parent Partnership Service: <a href="http://www.leics.gov.uk/index/education/going_to_school/parents.htm">http://www.leics.gov.uk/index/education/going_to_school/parents.htm</a>  Leicestershire County Council Special Educational Needs: <a href="http://www.leics.gov.uk/index/education/going_to_school/special_education_needs/special_education_needs_assess.htm">http://www.leics.gov.uk/index/education/going_to_school/special_education_needs/special_education_needs_assess.htm</a>  Child and Adolescent Mental Health Service (CAMHS): <a href="http://www.leicspart.nhs.uk/OurServicesAZ-ChildandAdolescentMentalHealthServiceCAMHS.aspx">http://www.leicspart.nhs.uk/OurServicesAZ-ChildandAdolescentMentalHealthServiceCAMHS.aspx</a>



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The school's arrangements for supporting pupils with special needs in a transfer between phases of education or in preparation for adulthood and independent living.	How will the school prepare and support my child when joining your school or transferring to a new school or post-16 provision?	<p>We liaise closely with primary schools and offer additional transition support both before your child starts at our school and afterwards as required.</p> <p>All students receive advice on careers and have opportunities to take part in our Careers/Skills Enrichment Days. We will encourage all students to visit colleges to explore post-16 provision and if additional support is required this will be put into place.</p>
Information on where the local authority's local offer is published	Where can I find out about other services that might be available for our family and my child?	<p>Leicestershire County Council local offer information:  <a href="http://www.leics.gov.uk/local_offer">http://www.leics.gov.uk/local_offer</a></p>