



## **MANOR HIGH SCHOOL**

### **Special Educational Needs & Disability Policy**

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## **SEND Vision**

At Manor High School all children are entitled to a broad and balanced curriculum.

Our vision for SEND is to ensure all students with special educational needs and disabilities (SEND) are equipped with the skills and confidence to succeed in life.

We are committed to fostering independence in our SEND learners, empowering them to become resilient, capable, and self-assured individuals ready to thrive in all aspects of life.

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 that all students with SEND feel valued, respected, and included in the school community.
- To foster strong collaboration with parents, students, and external professionals in the development of SEND learning plans.
- To maintain a structured framework for assessing, planning, doing, and reviewing student needs.

## **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 Education and Health Care Plans (EHCPs) 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 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, 2024
- Teachers Standards 2012

Our policy also reflects the guidelines set forth by Leicestershire Local Authority, ensuring that all practices align with local and national requirements.

## Definition

According to the SEN 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*

## Roles and responsibilities

### The SENDCo

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

The SEND administrator is Mandeep Rattan, Deputy SENDCo is Diana Isherwood and the SENDCo is Fiona Ager reporting to the Deputy Head teacher Helen Newbury, with responsibility for Safeguarding and Inclusion.

The SENDCo will:

- Work with the Head teacher, Deputy 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
- Ensure the application of the SEND 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

### **Higher Level 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 kind of SEND needs that are provided for at Manor High**

The SEND Code of Practice (2015) has outlined four broad areas of need. Within each area of need there are categories. Some pupils may not fit into one particular category but may have needs which overlap across a range of categories or areas of need.

The areas of need are: -

#### **1. Communication and Interaction**

- SLCN- Speech language and Communication Needs
- ASD- Autistic Spectrum Disorder

#### **2. Cognition and Learning**

- MLD-Moderate Learning Difficulties
- SpLD- Specific Learning Difficulties

#### **3. Social Emotional and Mental Health Difficulties**

- Wide range of social and emotional difficulties which manifest themselves in many ways.
- Attention deficit disorder (ADD)
- Attention deficit hyperactive disorder (ADHD)
- Attachment disorder

#### **4. Sensory and/or Physical Needs**

- VI- Visual Impairment
- HI- Hearing Impairment
- PD- Physical Disability

Our school's policy incorporates these categories to ensure we identify and address each student's individual needs effectively.

### **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.
- Attendance and Punctuality
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

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

The Form tutor and Deputy SENDCO will meet with children individually to write a 'Passport' 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.

These stages are:

- Stage 1 –High Quality Teaching including extra short-term support.
- Stage 2 - SEN Support (with or without a SEND Support Plan) with additional targeted support.
- Stage 3 - Education Health and Care Plan (EHCP)

### **Stage 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 by the classroom teacher and progress monitored carefully.

### **Stage 2**

In addition to school-based provision, the second stage may require the pupil having an SEND specific intervention, run by the Higher Level Teaching Assistants (HLTA's). These interventions are reviewed termly and in collaboration with parents/carers. At this stage, outside agencies may be involved, including:- Speech and Language therapy, Physiotherapy, communication and interaction team (LCC) to name a few.

In addition, parents and carers may be asked to seek further advice from their GP.

Where pupils at this level are showing increased levels of need and involvement from external agencies, a SEND Support Plan with targets will be put into place to access resources over and above what the school is able to provide. These SEND Support Plans will be reviewed in line with the school's systems of assessing, planning and reviewing progress, each term.

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 Indictors:**

- 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 management policy employed by the school.

- 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 class teacher, having already completed a cause for concern, will gather relevant evidence and meet with the SENDCO and a decision will be made whether to place a child on the SEND Support Record. The class teacher and 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.

### **Stage 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 a SEND Support Plan to inform the Local Authority's decision. The LA considers the need for an EHCP and arranges, monitors and reviews provision. For more information please visit: [Gov.Uk Website](http://Gov.Uk)

### **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 adaptive 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.

The pupil's teachers remain responsible for working with the pupil on a daily basis and for planning and delivering targeted provision. 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 additional support:

Autism and Learning Support Team

Educational Psychology Service

CAMHS

Visual Impairment and Hearing Impairment team.

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.

## **Parental involvement**

It is the policy at Manor High to actively seek to work with parents/carers and value the contribution they make through their unique strengths, knowledge and experience.

Parents/carers are invited and pupils are involved, where appropriate, in all relevant discussions and plans. Parents/carers will be informed of any action taken by the school and are encouraged to take part in their child's learning.

Manor High aims to provide a variety of information and support for families and children with SEN by working in collaboration with other agencies, and also signposting parents and carers to relevant advice.

Our school aims to regularly involve parents in the education of their child through a variety of different ways including:

- Information on the school website
- Form tutor communication
- Parents' evenings
- Parent drop-ins/coffee mornings and evenings
- Signposting to parent groups
- Through the Assess, Plan, Do, Review Process
- Parental input on SEN Passports
- 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
- Self-assessment / reflection
- Ensuring the student has a designated adult to go to if they need help
- Student Passports
- Student questionnaires and ongoing student voice activities
- Tutor time activities

## **Dealing with complaints**

If you have a complaint about the SEN at Manor High School, please contact the Deputy 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 SENDCO. If the matter continues to be unresolved, the complaint should be directed to the Head teacher.

Our school and governing body take complaints seriously and will act upon these on an individual basis. Contact details for raising concerns: Deputy SENDCO: Diana Isherwood SENDCo: Fiona Ager  
Email: [SEND@manorhigh.leics.sch.uk](mailto: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.

The effectiveness of our SEND provision is reviewed regularly. We gather data on student progress, attendance, as well as feedback from parents, students, and staff.

Good practices, such as feedback from questionnaires, involvement in INSET training, and data analysis, inform our continuous improvement efforts.

### **Reviewing the policy**

This policy will be reviewed annually by the SENDCo and approved by the Governing Body. Revisions are made to reflect updates in legislation, local authority guidelines, and feedback from the school community. Our commitment to an inclusive and adaptive policy ensures that Manor High School's SEND provision remains responsive and effective.

### **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](mailto:sendiass@leics.gov.uk)

SENDIASS for Leicester City can be contacted on: 01164820870 or [info@sendiassleicester.org.uk](mailto: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](http://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/>