



Manor High School's SEND Information Report

September 2025-2026

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

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 full EBACC 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.*



Manor High School's SEND Information September 2025/26

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:	Admin@manorhigh.leics.sch.uk FAO Mr Greiff
Website Address:	www.manorhigh.leics.sch.uk
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 SEND@manorhigh.leics.sch.uk
Total Number of Students with SEND	156 students in total with 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 Standard and Progress Leaders 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, assistant pastoral leaders, parents/carers or from the students themselves. Once identified as SEND, The Graduated approach would then be initiated to support the student.</p> <p>Manor High School follows the Assess, Plan, Do, Review (APDR) cycle in line with the SEND Code of Practice (2015).</p> <ul style="list-style-type: none"> • Assess: Teachers and the SEND team gather information on strengths, needs, and barriers through baseline testing, observations, and professional reports. • Plan: SMART targets and strategies are agreed with the student, parents, and staff. These are recorded in the student's SEND Passport. • Do: Teachers implement agreed strategies within Quality First Teaching, supported by TAs, interventions, and external agencies if required. • Review: Progress is reviewed termly. Outcome's feed into the next APDR cycle, ensuring continuous adaptation and improvement. <p>All students with SEND and who need extra support, are placed on the SEND register, which is accessible to all staff. If students have a diagnosed need but do not require any additional SEN provision, they will not be recorded on the SEN register.</p>

		<p>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 Assistant Pastoral Leaders, progress and standards leader 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>

<p>The school's approach to teaching pupils with special educational needs.</p>	<p>How do teachers help pupils with SEND?</p>	<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>Manor High School fulfils its duties under the Equality Act 2010, ensuring that reasonable adjustments are made so disabled students are not disadvantaged. This includes curriculum adaptations, cubbie access, adapted assessments, and training for staff. The school publishes an Accessibility Plan on the website, reviewed every three years, to improve physical access, curriculum access, and communication</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>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, Assistant Pastoral Leaders, 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 proactive sensory intervention. 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</p>

	<p>What triggers the consideration of an EHCP?</p>	<p>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. We will need to implement the graduated approach before being able to complete a request for statutory assessment (EHCP)</p>
<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>	<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>
<p>Support that is available for improving the emotional, mental and social development of pupils with special educational needs.</p>	<p>What support will there be for my child's overall wellbeing?</p>	<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 Assistant Pastoral Leaders 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>

<p>In relation to mainstream schools, the name and contact details of the SEND Co- Ordinator</p>	<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>SENDCO is Fiona Ager</p> <p>The Deputy SENDCO is Diana Isherwood Contact details: email SEND@manorhigh.leics.sch.uk 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>
<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.</p>	<p>What training have the staff supporting children and young people with SEND had or are having?</p>	<p>We have a SEND support department which is made up of the SENDCo, Deputy SENDCo, SEN administrator and a small number of teaching assistants. These staff members have a range of experience and receive ongoing training in variety of SEND needs and approaches, include the National SENDCO Award, Phonics, Emotional Literacy Support, Autism Training and emotional coaching</p> <p>Staff access regular CPD across the academic year, including:</p> <ul style="list-style-type: none"> • Autism Education Trust (AET) training (Levels 1). • ADHD behaviour and purposeful movement in the classroom • Supporting literacy/numeracy difficulties • Trauma-informed relationship-based approach • Preparation for Adulthood with in the curriculum <p>Whole-school CPD is embedded into INSET days, department meetings, and SEND briefings. New staff induction includes a mandatory SEND and safeguarding training module.</p>
<p>Information about how equipment and facilities to support children and young people with special educational needs will be secured.</p>	<p>What happens if my child needs specialist equipment or other facilities?</p>	<p>We can access the services of the Visual and Hearing Impairment team and the Disability accessibility team to assess the need for equipment and adaptations. These services are contacted when necessary and appropriate according to your child's needs.</p>

<p>The arrangements for consulting parents of children with special educational needs about, and involving such parents in the education of their child.</p>	<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>
<p>The arrangements for consulting young people with special educational needs about involving them in their education.</p>	<p>How will my child be involved in his/her own learning and decisions made about his/her education?</p>	<p>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.</p>
<p>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.</p>	<p>Who can I contact for further information?</p> <p>Who can I contact if I have a complaint?</p>	<p>For any initial concerns please contact your child's subject teacher or their form tutor. You can also contact the SEND administrator – Mandeep Rattan, who will be able to provide you with the information you require.</p> <p>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.</p> <p>Stage 1: Speak to Deputy SENDCo (Diana Isherwood). Stage 2: Escalate to SENDCo (Fiona Ager). Stage 3: Formal complaint to Headteacher (Mr Simon Greiff). Stage 4: If unresolved, complaint may be referred to the Governing Body via the school's formal complaints procedure</p>

<p>How the governing body involves other bodies, including health and social services, local authority</p>	<p>What specialist services and expertise are available at or accessed</p>	<p>As a school, we can access a range of services, please be aware that these services may have a long waiting time and some referrals may not be accepted.</p> <p>The services we can access include: –Child and Adolescent Mental Health Services</p>
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support services and voluntary organisations in meeting the needs of pupils with special educational needs and in support of families of such pupils.	by the school?	<p>(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.</p> <p>These services and others are contacted when necessary, according to your child's needs.</p> <p>The SEND Governor meets termly with the SENDCo to monitor statutory compliance, progress of SEND students, and the implementation of the SEND Development Plan.</p> <p>The Head Teacher and SEND Governor report regularly to the Governing Body on SEND provision, ensuring accountability and supporting the school's inclusive ethos.</p>
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?	<p>Leicestershire Parent Partnership Service: http://www.leics.gov.uk/index/education/going_to_school/parents.htm</p> <p>Leicestershire County Council Special Educational Needs: http://www.leics.gov.uk/index/education/going_to_school/special_education_needs/special_education_needs_assess.htm</p> <p>Child and Adolescent Mental Health Service (CAMHS): Child and Adolescent Mental Health Services (CAMHS) - Leicestershire Partnership NHS Trust</p> <p>Autism Outreach: http://www.leics.gov.uk/index/education/going_to_school/special_education_needs/specialist_teaching_service/service_teams/autism_outreach_service.htm</p> <p>Vision Support Service: http://www.leics.gov.uk/index/education/going_to_school/special_education_needs/specialist_teaching_service/service_teams/visual_impairment_team.htm</p> <p>Hearing Impairment Service http://www.leics.gov.uk/index/education/going_to_school/special_education_needs/specialist_teaching_service/service_teams/hearing_impairment_team.htm</p> <p>Young Minds http://www.youngminds.org.uk</p>

<p>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.</p>	<p>How will the school prepare and support my child when joining your school or transferring to a new school or post-16 provision?</p>	<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> <p>Preparation for Adulthood outcomes are taught from year 9 onwards in the SEND department, for example travel training. The curriculum is being reviewed across KS3 and KS4 to ensure PfA are included, in line with the SEND Code of Practice.</p>
<p>Information on where the local authority's local offer is published</p>	<p>Where can I find out about other services that might be available for our family and my child?</p>	<p>Leicestershire County Council local offer information: https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/local-offer</p>