



Manor High School

Excellence - Inspiration - Resilience - Respect

SEND Information Report 2026-2027

DRAFT

	Date:
Last reviewed	May 2026
Next review	May 2027

Regulation 51 and Schedule 1 – Special Educational Needs and Disability Regulations 2014

At Manor High School, our aim for SEND is to equip students with SEND to succeed in school and in life. This sits within our wider school motto of **Excellent People, Excellent Results**, and reflects our belief that young people achieve best when they are known, understood, challenged and supported.

We are committed to continuously strengthening our approach to supporting students with special educational needs and/or disabilities. This report explains how Manor High School identifies, assesses and supports students with SEND, and how we apply our SEND Policy in practice.

Manor High School has a strong academic curriculum, and students are expected to study the full EBacc curriculum. Where students with SEND experience barriers to accessing the curriculum, the school considers appropriate support, reasonable adjustments and provision to help them access learning within this curriculum pathway.

School details and SEND contacts

School	Manor High School, Copse Close, Oadby, Leicestershire, LE2 4FU	Telephone	0116 271 4941
Headteacher	Mr Simon Greiff	Website	www.manorhigh.leics.sch.uk
Age range	11-16 years	Inspection outcome	Good (July 2024)
SEND Team Email	send@manorhigh.leics.sch.uk	SENDCo	Mrs Fiona Ager
Deputy SENDCo	Mrs Diana Isherwood	SEND Administrator	Mrs Mandeep Rattan
Contact process	Queries will be reviewed and directed to the most appropriate member of staff.	Publication	Reviewed at least annually and updated during the year where required.

Statutory SEND Information Report

Schedule 1 information	Parent/carer question	Manor High School response
<p>Kinds of special educational needs provided for</p>	<p>What kinds of SEND are supported at Manor High School?</p>	<p>Manor High School supports students across the four broad areas of need described in the SEND Code of Practice: communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or physical needs.</p> <p>We take a needs-led approach. This means that support is based on the barriers a student is experiencing, rather than solely on a diagnosis or label. Some students may have a diagnosed condition but may not require additional SEN provision; others may require support because barriers are affecting access to learning, communication, emotional regulation, confidence, independence or participation.</p>
<p>Identification and assessment of SEND</p>	<p>How does the school identify and assess whether a student may have SEND?</p>	<p>Information is gathered from a range of sources. This may include parent/carer information, student voice, information from primary schools, transition discussions, baseline assessment, reading and comprehension assessments, teacher observations, assessment information, pastoral information and advice from external professionals where available.</p>

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<p>The graduated approach</p>	<p>How does Assess, Plan, Do, Review work?</p>	<p>As Year 7 progresses and throughout the school, subject teachers and pastoral staff monitor how students are accessing learning and school life. Where concerns arise, teachers implement appropriate classroom strategies and reasonable adjustments in the first instance. If concerns continue despite these strategies, staff may refer the student to the SEND team for further discussion, review and advice.</p> <p>The school uses the graduated approach of Assess, Plan, Do, Review to understand needs, plan support, review what is working and consider next steps.</p> <p>Assess: staff gather information about strengths, needs and barriers through available school evidence, professional judgement, parent/carers views, student voice and external advice where relevant.</p> <p>Plan: strategies, reasonable adjustments or provision are agreed, proportionate to the level of need. Where appropriate, information may be recorded in a student passport, learning plan or other support documentation.</p> <p>Do: class teachers implement classroom strategies, with additional provision or intervention where appropriate. The SEND team, pastoral staff and external professionals may provide advice or support where needed.</p> <p>Review: support is reviewed using available evidence. This may include assessment information, teacher feedback, student voice, parent/carers views, intervention records, attendance,</p>

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<p>Evaluating the effectiveness of SEND provision</p>	<p>How does the school know whether provision is working?</p>	<p>behaviour information and wider information about participation, confidence and independence.</p> <p>Provision is reviewed through the graduated approach. The frequency and format of review will depend on the student’s level of need, the provision in place and any statutory requirements.</p> <p>Evidence considered may include academic information, access to learning, participation, confidence, independence, attendance, behaviour, wellbeing, intervention attendance and engagement, teacher feedback, student voice, parent/carers views and professional advice where available.</p> <p>Where provision is not having the intended impact, the school will consider whether strategies should continue, change, reduce or be reviewed through further assessment, pastoral support, SEND advice or external professional input where appropriate.</p>
<p>Assessing and reviewing progress</p>	<p>How will parents/carers know how their child is doing?</p>	<p>Students receive school reports at various times during the school year. These reports provide information about how students are engaging with learning and how they are progressing academically. For students with SEND, this information may be considered alongside wider information about access to learning, participation, confidence, independence and provision.</p> <p>Students with an Education, Health and Care Plan (EHCP) will have their plan reviewed through the statutory annual review</p>

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<p>Approach to teaching students with SEND</p>	<p>How do teachers support students with SEND in lessons?</p>	<p>process. As part of this process, information is gathered from parents/carers, the student, subject teachers, pastoral staff, support staff and relevant external professionals where appropriate.</p> <p>For students on the SEND register who do not have an EHCP, support is reviewed through the graduated approach. Parents and carers may be involved through parent evenings, review meetings, annual reviews where applicable, telephone calls, emails or other agreed communication.</p> <p>Support for students with SEND begins in the classroom. Class teachers are responsible for teaching, adapting and supporting students in their lessons, including students who may also receive additional support or intervention.</p> <p>High-quality teaching is the first step in responding to students who may have additional needs. This may include clear routines, explicit instruction, modelling, scaffolding, adaptive teaching, reasonable adjustments, structured resources, retrieval practice, visual supports and opportunities for students to develop confidence and independence.</p> <p>Support for students with SEND is a shared responsibility across the school. The SEND team works with teachers, pastoral staff, students, families, senior leaders and external professionals where appropriate to help identify barriers and consider strategies.</p>

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<p>Adaptations to the curriculum and learning environment</p>	<p>How is the curriculum and learning environment adapted for students with SEND?</p>	<p>Manor High School has a strong academic curriculum, and students are expected to study the full EBacc curriculum. Where students with SEND experience barriers to accessing the curriculum, the school considers appropriate support, reasonable adjustments and provision to help them access learning within this curriculum pathway.</p> <p>Reasonable adjustments and support may include adapted classroom strategies, scaffolding, accessible resources, use of technology, planned seating, visual supports, reduced cognitive load, support with organisation, access arrangements where criteria are met, and advice from the SEND team or external professionals where appropriate.</p> <p>Where a student has an EHCP, provision will be considered in line with the outcomes and provision set out in the plan. The school's Accessibility Plan sets out how the school seeks to improve curriculum access, physical access and access to written information for disabled students.</p>
<p>Additional support and provision</p>	<p>What additional support may be available?</p>	<p>Where appropriate, provision may include targeted literacy or reading intervention, numeracy support, support for communication and interaction needs, emotional regulation or social understanding support, organisation and executive functioning support, mentoring or pastoral support, homework or study support, access to a quiet or supported space at agreed times, in-class support according to identified need and</p>

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<p>Equipment and facilities</p>	<p>What happens if a student needs specialist equipment or facilities?</p>	<p>available resources, and liaison with families and external professionals.</p> <p>Some students may require short-term targeted support, while others may require more sustained provision. Access to provision is based on identified need, available evidence, resource availability and the impact of previous support.</p> <p>Equipment and facilities may be secured through school resources, SEND notional funding, advice from specialist services, EHCP provision, accessibility planning, medical planning or other appropriate funding routes.</p> <p>This may include assistive technology, adapted resources, specialist equipment, environmental adaptations, examination-related equipment where criteria are met, or advice from services such as specialist teachers for sensory impairments or other relevant professionals.</p> <p>Requests and decisions will be considered in relation to the student’s identified needs, available professional advice, reasonable adjustment duties and the school’s Accessibility Plan.</p>
<p>Staff expertise and training</p>	<p>What training and expertise do staff have?</p>	<p>The SEND team includes the SENDCo, Deputy SENDCo, SEND Administrator and teaching assistants/HLTAs. Staff across the school receive training and guidance linked to SEND, safeguarding, behaviour, teaching and learning, adaptive practice and specific areas of need where appropriate.</p>

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<p>Consultation with parents and carers</p>	<p>How are parents and carers involved?</p>	<p>Training priorities are reviewed in response to student need, statutory requirements, school development priorities, external advice and feedback from staff, parents/carers and students. Training may include autism, ADHD, literacy difficulties, emotional regulation, trauma-informed practice, preparation for adulthood, access arrangements, medical needs or other relevant areas.</p> <p>New staff receive induction information, and staff are provided with key information about students where this is relevant to their role.</p> <p>We value partnership with parents and carers. Parents and carers are encouraged to share information that helps staff understand their child's strengths, needs and barriers.</p> <p>Parents/carers may be involved through parent evenings, review meetings, annual reviews, emails, telephone calls, transition discussions or other agreed communication. For students with EHCPs, parents/carers are invited to contribute to the statutory annual review process.</p> <p>Parents/carers can contact the SEND team if they have concerns about wider learning needs, possible SEND, social communication needs, student passports, learning plans, EHCPs, provision, access to learning or reasonable adjustments linked to identified need.</p>

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<p>Consultation with students</p>	<p>How are students involved in decisions about their support?</p>	<p>Students are encouraged to share their views in ways that are appropriate to their age, communication needs and level of understanding. This may include student voice, review meetings, passport or learning plan updates, mentoring conversations or feedback gathered by trusted adults.</p> <p>Where appropriate, students are encouraged to understand their strengths, barriers, strategies that help them, and the support they may need to access learning and wider school life. The school aims to support students to develop confidence, independence and preparation for future life.</p>
<p>Transition and preparation for adulthood</p>	<p>How does the school support transition into Manor High School and beyond?</p>	<p>The transition from primary to secondary school is an important stage. Wherever possible, the Assistant Headteacher responsible for transition, SENDCo and/or Deputy SENDCo work with feeder primary schools to gather relevant information before students join Manor High School. The SENDCo is available at transition events held by the school.</p> <p>For students with an EHCP, or for students who may be particularly vulnerable during transition, the SENDCo or Deputy SENDCo may attend Year 6 annual review meetings when invited by the primary school. Where appropriate, additional transition support may be arranged.</p> <p>For some students joining from Leicester City primary schools, the primary school may be able to request additional transition funding where the young person meets the relevant criteria.</p>

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<p>Social, emotional and mental health development, including bullying</p>	<p>What support is available for wellbeing, relationships and emotional development?</p>	<p>Where agreed, this funding can help provide additional support in some form during the first term of secondary school.</p> <p>Preparation for adulthood is considered through curriculum, careers education, EHCP outcomes where relevant, transition planning and support for independence, confidence and future pathways. Students receive careers education and advice, and additional post-16 transition support may be considered where appropriate.</p> <p>Manor High School takes pastoral and safeguarding responsibilities seriously. Students are supported through tutor systems, pastoral staff, Assistant Pastoral Leads, Standards and Progress Leads, safeguarding staff, the SEND team, counselling or mentoring where appropriate, and external agencies where criteria are met.</p> <p>Support may relate to friendships, emotional regulation, anxiety, confidence, attendance, social understanding, bullying concerns, safeguarding, behaviour or wider participation in school life.</p> <p>SEND, ADHD or disability does not remove expectations around conduct. Some students with SEND or disabilities may experience barriers that affect behaviour, attendance, emotional regulation or participation. Behaviour that causes concern should be understood in context, while maintaining high expectations and a safe learning environment for all.</p>

Schedule 1 information	Parent/carers question	Manor High School response
<p>External agencies and other bodies</p>	<p>How does the school work with external professionals and services?</p>	<p>The school will consider whether reasonable adjustments, pastoral support, SEND advice, medical planning, attendance support or safeguarding action may be required. This does not remove expectations around conduct, but supports proportionate, informed and legally defensible decision-making. This report should be read alongside the Behaviour Policy, Attendance Policy, Safeguarding Policy and Supporting Pupils with Medical Conditions Policy.</p> <p>Where appropriate, the school may seek advice from external professionals or services. Access to external services depends on referral criteria, availability, local authority or health pathways and the nature of the student’s needs. External advice is considered alongside school-based evidence, classroom practice, reasonable adjustments and the graduated approach. Services may include Educational Psychology, Specialist Teaching Services, Autism Outreach, Speech and Language Therapy services, health professionals, school nursing or medical services, social care or family support services, Care Navigator support for health or medical needs, Virtual School support for children who are looked after or previously looked after, and careers or post-16 transition support. This list is not exhaustive and depends on the individual circumstances and local pathways.</p>

Schedule 1 information	Parent/carers question	Manor High School response
<p>Medical needs and SEND overlap</p>	<p>What happens where medical needs affect access to education?</p>	<p>Medical needs are not automatically special educational needs or disabilities. However, some medical conditions may have an impact on learning, attendance, emotional wellbeing, physical access, concentration, stamina, independence or participation. Some students with medical conditions may also be considered disabled under the Equality Act 2010, and some may also have SEND or an EHCP.</p> <p>Medical needs are coordinated through the school’s agreed procedures, in line with the Supporting Pupils with Medical Conditions Policy. The Headteacher has overall responsibility for the implementation of that policy and for the development of Individual Healthcare Plans. The SEND team may contribute where medical needs overlap with SEND, disability, EHCP provision or access to learning.</p>
<p>Engagement in wider school activities</p>	<p>How are students with SEND supported to take part in school life?</p>	<p>Students with SEND are encouraged to take part in the wider life of the school, including clubs, enrichment, trips, physical education, careers events and wider opportunities. Where a student may experience barriers to participation, the school will consider reasonable adjustments, risk assessment, pastoral planning, medical planning or SEND advice where appropriate.</p> <p>Access to some activities may depend on individual risk assessment, health and safety considerations, staffing, medical information, safeguarding and the nature of the activity. The aim is to support participation wherever it is safe and reasonable to do so.</p>

Schedule 1 information	Parent/carers question	Manor High School response
<p>Complaints about SEND provision</p>	<p>What should parents/carers do if they are concerned or wish to complain?</p>	<p>We encourage parents and carers to raise concerns early so that they can be discussed and resolved wherever possible. Initial SEND queries may be directed to the SEND team through the SEND inbox.</p> <p>Where a parent/carers wishes to make a formal complaint about SEND provision, this should be done through the school's published Complaints Policy, available on the school website. The SEND team can help direct queries to the most appropriate member of staff, but the formal complaints process is managed in line with the published Complaints Policy.</p>
<p>Local Offer and parent support services</p>	<p>Where can families find further information?</p>	<p>The Local Offer provides information about support and services available for children and young people with SEND and their families. Families should usually refer to the Local Offer for the local authority area in which they live.</p> <p>Leicestershire Local Offer: www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/local-offer</p> <p>Leicester City Local Offer: families.leicester.gov.uk/send-local-offer</p> <p>Further impartial information, advice and support may also be available through local SENDIASS services.</p>
<p>SENDCo details</p>	<p>Who should I contact about SEND?</p>	<p>SEND Team Email: send@manorhigh.leics.sch.uk Telephone: 0116 271 4941</p>

Schedule 1 information	Parent/carers question	Manor High School response
		<p>SENDCo: Mrs Fiona Ager Deputy SENDCo: Mrs Diana Isherwood SEND Administrator: Mrs Mandeep Rattan</p> <p>Queries will be reviewed and directed to the most appropriate member of staff.</p>

Statutory references and policy links

Reference / policy	How it is reflected in this report
Children and Families Act 2014, section 69	Requires schools to publish SEN information. This report is the school's published SEN information report.
Special Educational Needs and Disability Regulations 2014, Regulation 51 and Schedule 1	The table above is organised to answer the Schedule 1 information requirements.
SEND Code of Practice: 0 to 25 years	The report reflects the graduated approach, high aspirations, parent/carers and student involvement, preparation for adulthood and partnership with other services.
Equality Act 2010	The report recognises reasonable adjustments, disability-related barriers, accessibility planning and the need to avoid discrimination while maintaining high expectations.
Manor High School Behaviour Policy	The report reflects the principle that SEND, ADHD or disability does not remove behaviour expectations, while decisions should consider context, reasonable adjustments, safeguarding, attendance and proportionality.

Reference / policy	How it is reflected in this report
<p>Supporting Pupils with Medical Conditions Policy</p>	<p>The report clarifies that medical needs are not automatically SEND, but may overlap with SEND, disability or EHCP provision, and that medical planning follows the school’s medical procedures.</p>
<p>Accessibility Plan</p>	<p>The report references curriculum access, physical access and access to written information, including equipment, facilities and reasonable adjustments.</p>

Review statement

This SEND Information Report is reviewed at least annually and updated during the year where required. Information may change in response to student need, statutory guidance, staffing, resources, local authority processes, health service arrangements and school development priorities.

