



Manor High School

Excellence - Inspiration - Resilience - Respect

SEND Policy

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Last reviewed	May 2026
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Policy Statement

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.

Policy owner	SENDCo / Senior Leadership Team
Applies to	All staff, governors, students, parents/carers and relevant visitors
Last reviewed	Draft: May 2026
Next review	September 2026, or sooner if statutory guidance changes
Approved by	To be confirmed
Linked documents	SEND Information Report; Accessibility Plan; Supporting Pupils with Medical Conditions Policy; Behaviour Policy; Teaching and Learning Policy; Attendance Policy; Safeguarding Policy; Complaints Policy; Equality Information and Objectives
Contact	SEND Team: send@manorhigh.leics.sch.uk 0116 271 4941

1. Policy Intent and Values

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. We welcome students with a range of needs and are developing provision that helps learners access school life, build independence and achieve well.

Our approach to SEND is shaped by our school values of Respect, Resilience, Excellence and Inspiration:

- Respect means we seek to understand each student as an individual, listen to their views and work in partnership with families.
- Resilience means we support students to develop confidence, independence and strategies for managing challenges in learning and school life.

- Excellence means we maintain high expectations for students with SEND while recognising that some learners may need reasonable adjustments, scaffolding or targeted support to help them succeed.
- Inspiration means we want students with SEND to see themselves as capable learners, to take part in wider opportunities and to be equipped for future learning, employment and adult life.

This policy should be read alongside the SEND Information Report, Accessibility Plan and other linked policies. It sets out how Manor High School identifies, plans for, supports and reviews provision for students with SEND.

2. Legal Framework and statutory duties

This policy has regard to the following legislation and statutory guidance:

- Children and Families Act 2014
- Equality Act 2010
- Special Educational Needs and Disability Regulations 2014
- SEND Code of Practice: 0 to 25 years
- Supporting pupils at school with medical conditions statutory guidance
- Keeping Children Safe in Education
- Working Together to Improve School Attendance
- JCQ regulations for access arrangements and reasonable adjustments, where relevant

The school will use its best endeavours to secure the special educational provision called for by a student's special educational needs. The school will also consider its duties under the Equality Act 2010, including the duty to make reasonable adjustments for disabled students and to avoid discrimination arising from disability.

Where a student has an Education, Health and Care Plan (EHCP), the school will have regard to the provision and outcomes specified in the plan and will participate in statutory review processes.

3. Definition of SEND and Disability

A student has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. A student has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age, or if they have 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.

A disability under the Equality Act 2010 is a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

Medical needs are not automatically SEND. However, some medical conditions may also constitute a disability or may create barriers to learning, attendance, participation, independence or access to school life. Where medical needs overlap with SEND, disability or EHCP provision, relevant staff will work together so that planning is joined up.

4. Aims of this policy

- Set out Manor High School's needs-led approach to SEND.
- Ensure SEND support begins with high-quality teaching and adaptive classroom practice.
- Clarify roles and responsibilities across the school.
- Explain how the school identifies, assesses, plans for and reviews SEND provision.
- Promote partnership with students, parents, carers and external professionals.
- Support legal compliance under the Children and Families Act 2014, Equality Act 2010 and SEND Code of Practice.
- Ensure public information is consistent with the school website, SEND Information Report, Accessibility Plan and Medical Conditions Policy.

5. Roles and responsibilities

Role	Responsibilities
Governing Board	Hold strategic oversight of SEND, accessibility, equality and statutory compliance. Ensure appropriate policies are in place and monitor the effectiveness of provision and use of resources.
Headteacher	Ensure the policy is implemented across the school and that SEND, disability, medical and accessibility duties are understood by relevant staff. Ensure the curriculum and wider school systems are reviewed in light of statutory duties.
SENDCo	Lead the strategic development of SEND provision, advise staff, coordinate the graduated approach, contribute to EHCP processes, oversee the SEND register and work with parents/carers and external professionals. The SENDCo contributes to medical planning where needs overlap with SEND, disability, EHCP provision or access to learning.
Deputy SENDCo	Support the operational delivery of SEND systems, APDR processes, student passports, staff advice, family communication and review activity, as delegated by the SENDCo.
SEND Administrator	Support SEND administration, communication, records, meeting arrangements and information management. Queries received through the SEND

Role	Responsibilities
	inbox are reviewed and directed to the appropriate member of staff.
Class teachers	Remain responsible for teaching, adapting and supporting students in their classes, including students with SEND and those receiving additional support. Implement agreed classroom strategies and reasonable adjustments.
Curriculum Leaders	Ensure curriculum implementation is accessible and that subject teams use agreed strategies, scaffolding and assessment information to support learners with SEND.
Standards and Progress Leads	Coordinate wider support where concerns are repeated, complex or affect several areas of school life. Gather teacher feedback, request observations, identify patterns and work with relevant staff to consider strategies or reasonable adjustments.
Assistant Pastoral Leads	Support day-to-day pastoral matters including behaviour, friendships, wellbeing and wider school support.
Teaching Assistants and HLTAs	Provide support as directed, promote independence, support implementation of agreed strategies and contribute observations to review processes where appropriate.
Parents and carers	Share relevant information, engage with review processes, support attendance, routines and agreed provision, and inform the school of significant changes in need or circumstances.
Students	Share their views where appropriate, contribute to passports or reviews, develop independence and use agreed support strategies where possible.

6. Identification of SEND

Manor High School takes a needs-led approach to SEND. Identification is based on the barriers a student is experiencing, rather than solely on a diagnosis or label. Information may come from:

- primary school transition information;
- student and parent/carer views;
- teacher observations and subject assessment information;
- reading, comprehension, literacy or numeracy assessments;
- attendance, behaviour, wellbeing or pastoral information;
- student voice;
- professional reports or advice;
- information from EHCPs, annual reviews or previous settings.

Some students may have a diagnosis but not require special educational provision beyond high-quality teaching and reasonable adjustments. These students may not need to be recorded on the SEND register unless additional or different provision is required.

Where concerns arise, subject teachers and pastoral staff should implement appropriate classroom strategies and reasonable adjustments in the first instance. If concerns continue, staff may refer the student to the SEND team for further discussion, review and advice.

7. The graduated approach: Access, Plan, Do, Review

Stage	What this means at Manor High School
Assess	Staff gather information about strengths, needs and barriers. This may include assessment data, teacher observations, parent/carer information, student voice and professional advice where available.
Plan	Strategies, reasonable adjustments or provision are agreed, proportionate to the student’s level of need. This may be recorded through a student passport, learning plan, provision map or other support documentation.
Do	Class teachers implement classroom strategies and adaptive teaching. Additional provision or intervention may be used where appropriate and available.
Review	Support is reviewed using available evidence, including staff feedback, student and parent/carer views, intervention information and wider indicators such as participation, confidence, independence, attendance and wellbeing.

Review frequency and format will depend on the student’s level of need, provision in place and any statutory requirements. Students with EHCPs are reviewed through the statutory annual review process.

8. Teaching, curriculum access and reasonable adjustments

Support for students with SEND begins in the classroom. 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, in line with the Equality Act 2010 and the SEND Code of Practice.

High-quality teaching at Manor High School 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.

Reasonable adjustments are considered according to individual need and context. They may relate to access to learning, communication, sensory or physical access, emotional regulation, assessment, participation in wider school life or access to information.

9. SEND provision and intervention

Provision is not a fixed menu or guarantee. It is considered according to identified need, available evidence, available resources, statutory duties and the impact of previous support.

Where appropriate, provision may include:

- adaptive classroom strategies and reasonable adjustments;
- student passports, learning plans or support documentation;
- targeted literacy, reading, numeracy or maths support;
- communication and interaction support;
- emotional regulation, confidence, anxiety or social understanding support;
- organisation, independence and executive functioning support;
- access to a quiet or supported space at agreed times;
- in-class support targeted according to identified need and available resources;
- homework or study support;
- mentoring, pastoral support or counselling where appropriate;
- access arrangements for examinations where JCQ criteria are met;
- careers advice and preparation for future pathways;
- liaison with families and external professionals where appropriate.

The effectiveness of provision is reviewed through the graduated approach. Reviews may consider whether support helps the student access learning, participate, develop confidence and independence, and engage successfully in school life.

10. Education, Health and Care Plans

Students with an EHCP will have the provision and outcomes in their plan considered through school planning and statutory annual review processes. Key information from a student's EHCP is shared with relevant staff so that they understand the student's needs and the provision or strategies that should be in place.

Where a student's needs become more complex and evidence suggests that provision available through SEN Support may not be sufficient, the school may consider whether a request for statutory assessment is appropriate. This will usually require evidence from the graduated approach over time, including assessment information, support already tried, review evidence and professional advice where available.

EHCP annual reviews will include views from the student, parents/carers, school staff and relevant external professionals where appropriate. The review will consider strengths, needs, outcomes, provision, preparation for adulthood and whether amendments to the plan may be required.

11. Student passports, learning plans and information sharing

Where appropriate, the SEND team may produce or update a student passport, learning plan or other support documentation, depending on the student's level of need and the provision in place. These documents help staff understand the student's strengths, barriers and strategies that may support them in lessons and wider school life.

A student passport or learning plan may include:

- key information about strengths and needs;
- what the student would like staff to know;
- barriers affecting learning, communication, emotional regulation, independence or participation;
- classroom strategies and reasonable adjustments that may help;
- advice linked to access arrangements where appropriate;
- trusted adults or key staff involved in supporting the student.

Information is shared with staff who need to know, in line with safeguarding, data protection and professional responsibilities.

12. Working with parents, carers and students

The school values partnership with parents, carers and students. Parents and carers are encouraged to share information that may help staff understand and support their child. Student views are sought where appropriate and should inform planning and review. For SEND queries, parents/carers should contact the SEND team:

SEND Team contact

E: send@manorhigh.leics.sch.uk

T: 0116 271 4941

SENDCo: Mrs Fiona Ager

Deputy SENDCo: Mrs Diana Isherwood

SEND Administrator: Mrs Mandeep Rattan

Queries will be reviewed and directed to the most appropriate member of staff.

13. Transition and preparation for adulthood

The transition from primary to secondary school is an important stage for all students. Information from primary schools helps the school understand strengths, needs and barriers when students join Manor High School.

Wherever possible, the Assistant Headteacher responsible for transition, SENDCo and/or Deputy SENDCo work with feeder primary schools to gather relevant information. The SENDCo is available at transition events held by the school. For students with EHCPs, or 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.

Preparation for adulthood is considered as students move through the school, particularly from Year 9 onwards and through EHCP annual reviews. This may include independence, self-advocacy, careers, post-16 pathways, travel, social development and wider life skills, depending on need.

14. Medical needs, disability and SEND

Medical needs are coordinated through the school's agreed medical procedures. The governing board has responsibility for ensuring that arrangements are in place to support students with medical conditions, and the Headteacher has overall responsibility for implementation of the Supporting Pupils with Medical Conditions Policy and development of Individual Healthcare Plans.

The SENDCo is not the default lead for Individual Healthcare Plans. The SENDCo may contribute where the medical condition overlaps with SEND, disability, EHCP provision, access to learning or reasonable adjustments.

Where necessary, an Individual Healthcare Plan may be prepared in consultation with parents/carers and relevant healthcare professionals. Relevant information is shared with staff who need to know while preserving confidentiality.

15. Accessibility and the school environment

The Accessibility Plan sets out how Manor High School aims to increase disabled students' participation in the curriculum, improve the physical environment and improve the delivery of written information to disabled students. Accessibility is a whole-school responsibility and should be considered alongside curriculum planning, site management, communications, trips, behaviour systems, attendance and wider school life.

The school will consider reasonable adjustments and accessibility needs using available evidence from students, parents/carers, staff and external professionals where appropriate.

16. Behaviour, attendance and emotional wellbeing

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.

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 it supports proportionate, informed and legally defensible decision-making.

This policy should be read alongside the Behaviour Policy, Attendance Policy, Safeguarding Policy and Supporting Pupils with Medical Conditions Policy.

17. Access arrangements for examinations

Access arrangements are considered in line with the relevant JCQ regulations. They are not automatically granted because a student has SEND, a diagnosis or an EHCP. They must be supported by evidence, meet the published criteria and reflect the student's normal way of working.

The school will gather evidence from teaching staff, assessment information and normal classroom or assessment practice where access arrangements may be required. Parents/carers and students should understand that arrangements must be used appropriately and demonstrate benefit.

18. Working with external agencies

Where appropriate, Manor High School may seek advice from external agencies or specialist professionals. Access to services depends on referral criteria, availability, local authority processes, health pathways and the nature of the student's needs.

External agencies may include Educational Psychology, Specialist Teaching Services, Autism Outreach, Speech and Language Therapy, sensory impairment services, school nursing or medical services, CAMHS, social care, family support, Virtual School support, careers or post-16 transition services.

19. Complaints

Parents and carers are encouraged to raise concerns early so that they can be discussed and, where possible, resolved informally. The most appropriate first contact will depend on the nature of the concern: subject teacher, Assistant Pastoral Lead, Standards and Progress Lead or SEND team.

SEND-related concerns can be directed to the SEND team using send@manorhigh.leics.sch.uk. Where concerns are not resolved, parents/carers should follow the school's Complaints Policy. The complaints route in this policy must be checked against the current school or Trust Complaints Policy before publication.

20. Monitoring, review and publication

This policy will be reviewed at least annually, or sooner if statutory guidance changes or if school systems are significantly updated. The SENDCo and Senior Leadership Team will monitor implementation, including alignment with the SEND Information Report, Accessibility Plan, Supporting Pupils with Medical Conditions Policy and published website information.

The school will publish relevant SEND information on the school website and ensure that parent-facing information is clear, accurate and reviewed regularly.

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Appendix 1: Key language used at Manor High School

Preferred wording	Avoid / use with care
students with SEND	SEND children as a blanket term
needs-led approach	diagnosis-led support
adaptive teaching, scaffolding, reasonable adjustments	differentiation as the only descriptor
student passport / learning plan where appropriate	all students always have a fully current passport unless this is true
Education, Health and Care Plan (EHCP)	statement of special educational needs
access to learning and participation	guarantees of full access where this cannot be evidenced

Appendix 2: Summary of APDR evidence

Evidence used within the graduated approach may include:

- assessment information and classroom work;
- reading, comprehension, literacy or numeracy information;
- teacher observations and feedback;
- student and parent/carer views;
- attendance, behaviour, wellbeing and engagement information;
- intervention attendance, engagement and impact;
- student passports, learning plans or provision records;
- professional reports or advice where available;
- EHCP annual review evidence where relevant.