Manor Hill First School

Special Education Needs & Disability Policy

2026 - 2027

This policy should be read alongside the school's

Information Report

Rationale

At Manor Hill First School, we promote inclusive education for all our pupils. We believe that Quality First Teaching (QFT) will address the needs of the majority of pupils in our school. The class teacher will provide high quality teaching, differentiated resources and in-class intervention. We fully acknowledge that pupils with specific needs should be given equal opportunity to access a broad and balanced curriculum. If required, we will make reasonable adjustments to meet the physical, emotional and intellectual needs of our pupils. We listen to the voice and views of all parents, carers and pupils to ensure that learning is progressive and skills are developed and embedded for the future.

We deliver a broad and balanced curriculum to prepare our pupils for lifelong learning. We aim to remove the barriers to help SEND pupils achieve the highest possible standards of academic achievement. We work with parents and outside agencies in supporting pupils with SEND. We listen and take heed of what SEND pupils and their parents/guardians say about their learning experience.

Definition

A pupil has SEN if:

'...their learning or disability calls for special educational provision namely different from or additional to that is normally available to pupils of the same age'. (SEN Code of Practice 2014)

SEND Categories

- communication and Interaction
- cognition and Learning
- social, Mental and Emotional Health
- sensory and/or Physical

Special Educational Provision

- provision that is additional to, or different from, that made for others of the same age in a mainstream setting in England.
- health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. Code of Practice 2014.

Roles and Responsibilities for SEND at Manor Hill First School

Name	Position
Mrs L Harris	Executive Head
Mr N Tapp	Head of school
Mrs S Lycett	SEND Co-ordinator
Mrs H Shadbolt	SEND Governor
Mrs C Plimmer	Teaching Assistant
Mrs L Ford	Teaching Assistant
Miss Baldwin	Teaching Assistant
Miss Keenan	Teaching Assistant
Mrs L Mannering	Teaching Assistant
Mrs C Lycett	Teaching Assistant

Aims and Objectives

The aims of this policy are:

- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND
- to request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership
- to make clear the expectations of all partners in the process
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- to ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals and individualised care plans and assistance if necessary
- to identify the roles and responsibilities of all staff in providing for children's special educational needs
- to enable all children, through reasonable adjustments, to have full access to all elements of the school curriculum
- to work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi- professional approach to meeting the needs of all vulnerable learners

The needs of SEN pupils will be met through the following:

- standardised assessments for reading and maths to identify pupils' needs as early as possible
- monitoring, tracking and evaluating provision for SEND pupils
- keeping detailed records such as Pupil Passports and an up-to-date Provisions
- effective intervention strategies to suit the specific learning preferences of the pupil
- effective reading programmes which support progress for SEND pupils
- that parents are consulted on a regular basis
- that all pupils of SEND are entered for and gain achievement in public examinations
- that SEN pupils are encouraged and become involved in the extra-curricular life of the school
- that reasonable adjustments are made to the curriculum and environment.

Identification, Assessment and Provision

The importance of early identification is paramount and cannot be overemphasised. We endeavour to be as fully informed as possible about our pupils before their point of entry and during their time at the school. This is achieved by:

- contact with previous settings to gain all relevant information;
- teaching and non-teaching staff highlighting a pupil as a concern which will be acted upon with the pupil being assessed by the SENDCo with parental permission
- parental concerns will be taken seriously and acted upon accordingly which may lead to identification of a special educational need.

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENDCo and all other members of staff, particularly class teachers and teaching assistants, who have important day-to-day responsibilities.

All teachers are teachers of children with special educational needs. The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting, previous school or local authority and the class teacher and SENDCO will use this information to:

- provide starting points for the development of an appropriate curriculum.
- identify and focus attention on action to support the child within the class.
- use the assessment processes to identify any learning difficulties.
- ensure on-going observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

Equal Opportunities and Inclusion

In line with the Equality Act 2010, through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important

that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.
Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage and own their behaviour and to take part in learning effectively and safely
- helping children to manage their emotions, particularly trauma or stress, and to take part in learning
- encouraging tolerance and respect of all types of diversity

Managing provision for pupils with SEND

- The Provision List is reviewed half termly and updated accordingly
- parents are contacted when there is a change of intervention for their child
- parents/guardians of pupils with Education, Health & Care Plans are invited to a yearly review to discuss the needs of their child in accordance with statutory requirements
- pupils with SEND and those below age related expectations are supported through targeted intervention either by the SEND team or outside agencies
- the school complies with its duties under the 2010 Equality Act and will make reasonable adjustments to ensure that pupils with a medical condition or disability are fully supported in the learning environment including school trips

The Role of The SENCO and what Provision Looks like at Manor Hill

The Special Educational Needs Disabilities Co-ordinator's [SENDCO] responsibilities include:

- overseeing the day-to-day operation of the school's SEND policy.
- support teachers with the co-ordinating provision for children with SEND.
- liaising with and advising fellow teachers.
- overseeing the records of all children with SEN.

- liaising with parents of children with SEN.
- contributing to the in-service training of staff.
- liaising with local middle schools so that support is provided for Y4 pupils as they prepare to transfer.
- liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.
- o-ordinating and developing school-based strategies for the identification and review of children with SEN.
- making visits to classrooms to monitor the progress of children registered as receiving External support.To support members of staff in recognising and understanding disabilities

Monitoring Children's Progress and Evaluating SEND provision

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCO to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- prevents the attainment gap between the child and his peers from widening.
- closes the attainment gap between the child and his peers.
- betters the child's previous rate of progress.
- ensures access to the full curriculum.
- demonstrates an improvement in self-help, social or personal skills.
- demonstrates improvements in the child's behaviour.

In order to help children with special educational needs, Manor Hill will adopt a graduated response. When any concern is initially noticed, it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored for a period of up to 6 weeks with a midpoint review. If interventions prove ineffective and no progress is noted after this time then the SENDCO is advised. Consequently, the child may be added to the school SEN register with parental permission.
The class teacher, after discussion with the SENDCO, will then provide additional interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom. Targets for pupil's next steps will be taken form

the child's individual learning journey. The class teacher will record the steps taken to meet the needs of individual children through the use of an Individual Learning Plan. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENCO, parents and young person. The SENDCO will have responsibility for ensuring that records are kept and available when needed.

The SENDCO will monitor progress made by children with additional needs half termly. If there is no or little progress following structured interventions, this may see us using specialist expertise from an external agency. If we refer a child for an Education Health and Care Plan needs assessment, we will provide the Local Authority with a record of our work with the child to date.

Reasons for a child being added to the SEN register may include the fact that he/she:

- makes little or no progress, even when teaching approaches are targeted to a child's identified area of weakness.
- shows signs of difficulty in developing literacy or mathematics skills which 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.
- regular meetings are held with the SEND team to discuss the progress of ***all*** pupils receiving intervention
- all interventions – academic and social/emotional – are scrutinised by the SENDCo
- half-termly, the SENDCo evaluates intervention and reports to the Senior Leadership Team (SLT) on the progress pupils make
- the governing body report to parents annually on the school's SEND provision
- the SEND policy is reviewed yearly and adjusted accordingly.

SEND training for staff

- to maintain the quality of SEND provision, staff are encouraged to participate in training provided by the school or outside agencies
- SEND staff are offered opportunities to develop their expertise in an area of special needs
- in order to remain up to date with current (local and national) practice the SENDCo attends (local and national) SEND Network meetings.

Education Welfare Service

The education welfare service supports the school in the areas of pupil attendance and pupil welfare. The responsibilities of the Educational Welfare Officer (EWO) are:

- management in response to individual referral of poor attendance
- involvement with implementing strategies to promote school attendance
- offering advice about pupil welfare;
- ensuring that the 'The Education (Pupil Registration England) Regulations 2006' is adhered to.

Accessibility

- we make every effort to ensure that all pupils with SEND are given the opportunities to fully participate in school life
- we endeavour to uphold the school's ethos of providing an inclusive learning environment.

Partnership with parents

The school recognises the importance of good communication between parents and school. Parents provide valuable information regarding their child's needs. Inclusive Learning values the contribution parents give their children in providing support at home to allow the child to reach their potential. We encourage parents to make an active contribution to their child's education and have regular meetings to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

The SENDco and her team provide parents with information about the services available to support their child's specific needs.

The Nature of Intervention

The child's class teacher and SENDCO will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- different learning materials or specialist equipment.
- dome group or individual support, which may involve small groups of children being withdrawn to work with TA support or other interventions such as Precision Teaching
- extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.

- staff development and training to introduce more effective strategies.

After initial discussions with the SENCO, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet regularly with the class teacher and they will have specific time slots to discuss Individual Learning targets and progress with the SENDCO. The SENCO will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

The use of outside agencies

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's Individual targets will set out strategies for supporting the child's progress.

These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the Individual Learning Plan continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child

- continues to make little or no progress in specific areas over a long period.
- continues working at National Curriculum levels substantially below that expected of children of a similar age.
- continues to have difficulty in developing literacy and mathematical skills.
- has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- despite having received intervention, the child continues to fall behind the level of his peers.

Meetings with parents/careers are always consulted before referrals to outside agencies are completed.

School Request for Statutory Assessment or Education Health and Care Plans (from September 2014)

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- previous individual education plans/ Learning Passports/ Individual Learning Plans and targets for the pupil
- records of regular reviews and their outcomes
- records of the child's health and medical history where appropriate
- national Curriculum attainment levels in English and Maths
- educational and other assessments, for example from an advisory specialist support teacher or educational psychologist
- views of the parents

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with a statement of special educational needs or Education Health Care Plan will be reviewed each term in addition to the statutory annual assessment. When this coincides with transfer to middle school, the SENDCO from the middle school will be informed of the outcome of the review.

Strategies employed to enable the child to progress will be recorded within an Individual Learning Plan which will include information about:

- the child's personal details
- the area of need
- the outcomes expected
- the small step targets used to achieve these outcomes.
- the teaching strategies to be used.
- the provision to be put in place.
- the review date.

The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained.

Pupil Involvement

We believe that pupils should have the right to participate in decision making about the provision made to meet their educational needs. Therefore, pupils are:

- encouraged to understand their responsibility for their own progress
- encouraged to attend and contribute to review meetings
- informed as to how external agencies play a part in supporting their needs
- kept informed of their progress.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.
Teachers use a range of strategies to meet children's special educational needs.
Lessons have clear learning objectives and staff differentiate work appropriately and use assessment to inform the next stage of learning.
Individual Learning Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. Most children on the special needs register have an Individual Learning Plan with individual targets.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Allocation of resources

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health and Care Plans. The Executive Head informs the Local Governing Committee of how the funding allocated to support special educational needs has been employed.

The role of the Governing Body

The Local Governing Committee challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. The SEND Governor meets termly with the SENDCo. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. The Local Governing Committee has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy. The Local Governing Committee reviews this policy annually and considers any amendments in light of the annual review findings.

Procedures for Concerns

We try our best to support all pupils in our school. All concerns are taken seriously. In the first instance, the SENDCo, Mrs Lycett, is the first point of contact. Any matter raised will be treated in confidence and acted upon in an appropriate manner.

Policy to be reviewed October 2027