Statutory Policy

Special Educational Needs and Disabilities (SEND) and Inclusion

Responsibility of	People Management Committee
Reviewed	October 2026
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Compliance

This policy complies with the statutory requirements set out in the Children and Families Act 2014 and the Special Educational Needs and Disability Code of Practice: 0 to 25 years. It has been written with reference to the following legislation and guidance:

- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice: 0 to 25 years
- Special Educational Needs and Disability Regulations 2014
- Equality Act 2010 and Equality Act 2010: Advice for Schools
- Supporting Pupils at School with Medical Conditions
- Teachers' Standards
- The National Curriculum in England

This policy should be read alongside the school's:

- SEND Information Report
- Safeguarding Policy
- Accessibility Plan
- Equality Information and Objectives Statement
- Medical Conditions Policy

Aims

Our aim is to provide an inclusive, ambitious and nurturing environment in which all pupils feel valued, belong and achieve their full potential. We are committed to:

- Identifying and responding to SEND at the earliest opportunity.
- Promoting high aspirations and positive outcomes for all pupils.
- Ensuring every pupil can participate fully in school life and the wider curriculum.
- Providing high-quality, adaptive teaching and appropriate support to meet individual needs.
- Enabling pupils to make sustained progress from their starting points and achieve their full potential.
- Supporting preparation for adulthood through the development of communication, independence, personal wellbeing, decision-making and community participation.
- Working in partnership with parents, carers and external professionals to secure the best possible outcomes.
- Ensuring pupils are actively involved in decisions about their support, targets, outcomes and aspirations.

- Promoting self-esteem, confidence, resilience and emotional wellbeing.
- Equipping staff with the knowledge, skills and resources required to support pupils with SEND effectively.
- Monitoring, reviewing and evaluating provision to ensure it remains effective and responsive to pupils' needs.

Objectives

The school will:

- Identify and respond to pupils' special educational needs and disabilities at the earliest opportunity.
- Ensure all pupils with SEND have access to an ambitious, inclusive and broad curriculum.
- Implement the SEND Code of Practice using a graduated approach of Assess, Plan, Do, Review.
- Promote high-quality teaching as the first step in meeting the needs of all pupils, recognising that every teacher is a teacher of SEND.
- Adopt a whole-school approach to the identification, assessment and provision of support for pupils with SEND.
- Ensure the effective leadership and coordination of SEND provision through the SENDCo.
- Work in partnership with pupils, parents, carers and external agencies to secure the best possible outcomes.
- Support pupils to develop independence, communication skills, wellbeing and preparation for adulthood.
- Provide guidance, training and support to enable staff to meet the needs of pupils with SEND effectively.
- Monitor and evaluate the effectiveness of SEND provision to ensure pupils make good progress from their individual starting points.

Types of SEND

The SEND Code of Practice identifies four broad areas of need. Individual pupils may have needs which span more than one area.

- Communication and Interaction

This includes pupils with speech, language and communication needs (SLCN) and those who are autistic. Pupils may experience difficulties with communication, social interaction and understanding language.

- Cognition and Learning

This includes pupils who learn at a different pace from their peers and may require additional support to access the curriculum. This includes moderate, severe and profound learning difficulties, as well as specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.

- Social, Emotional and Mental Health (SEMH)

Pupils may experience difficulties with emotional regulation, relationships, behaviour, anxiety, wellbeing or mental health that impact on their learning and participation in school life.

- Sensory and/or Physical Needs

This includes pupils with vision, hearing, multi-sensory or physical impairments who may require specialist support, resources, equipment or adaptations to access learning and participate fully in school life.

As a fully inclusive school, we recognise that pupils may experience needs across more than one area and that all pupils' strengths and needs are unique. Provision is tailored to individual needs through a graduated approach of Assess, Plan, Do, Review.

The school recognises that behaviour, attendance, English as an Additional Language (EAL), slow progress or low attainment alone do not necessarily indicate that a pupil has SEND and should not automatically lead to a pupil being identified as having SEND.

Identification, Assessment and Review

The school follows the graduated approach outlined in the SEND Code of Practice through the cycle of Assess, Plan, Do, Review.
Pupils are identified as having SEND when their learning difficulty or disability calls for special educational provision that is additional to or different from that normally available to pupils of the same age.
Identification is based on a range of evidence, including:

- Attainment and progress data.
- Classroom observations and assessments.
- The views of parents and carers.
- The views and aspirations of the pupil.
- Information from previous settings.
- Advice from external agencies and professionals, where appropriate.

The school recognises that high-quality teaching is the first step in responding to pupils' needs. Additional intervention and support cannot compensate for a lack of high-quality, adaptive teaching. The school is committed to identifying need at the earliest opportunity and ensuring that barriers to learning are identified and addressed promptly.

- Assess

The class teacher, working alongside the SENDCo, will carry out a clear analysis of the pupil's strengths, needs, progress and barriers to learning. This will draw upon assessment information, teacher observations, parental views, pupil voice and, where appropriate, advice from external professionals. Assessment will focus on both strengths and needs, ensuring a holistic understanding of the pupil and their individual circumstances.

- Plan

Where SEND support is required, the class teacher, SENDCo, parents/carers and pupil will agree outcomes, provision and support strategies. Clear review dates will be established and all staff working with the pupil will be made aware of the agreed provision and intended outcomes. Planned outcomes will be ambitious, personalised and focused on enabling pupils to achieve well and become increasingly independent.

- Do

The class teacher remains responsible for the pupil's learning and progress on a day-to-day basis, even where interventions are delivered by teaching assistants or specialist staff. Provision will be implemented and monitored to ensure it effectively supports progress towards agreed outcomes.

- Review

The impact and effectiveness of provision will be reviewed regularly with pupils and parents/carers to ensure support remains appropriate, effective and focused on achieving positive outcomes. Outcomes, support strategies and provision will be adapted in response to progress and emerging needs.

For pupils with an Education, Health and Care Plan (EHCP), an Annual Review will be held at least once every twelve months in accordance with statutory requirements.

Evaluating the Effectiveness of SEND Provision
The effectiveness of SEND provision is monitored through:

- Ongoing assessment of pupil progress, achievement and outcomes.
- Evaluation of pupil attendance, engagement and wellbeing.
- Monitoring the participation of pupils with SEND in the wider life of the school.
- Review of SEND Support Plans and EHCP outcomes.
- Pupil progress meetings.
- Feedback from pupils, parents/carers and external professionals.
- Monitoring of teaching, learning and provision by senior leaders and the SENDCo.
- School self-evaluation and improvement planning.
- Oversight and challenge from governors.

The school is committed to ensuring that pupils with SEND are fully included in all aspects of school life, achieve well from their individual starting points and are prepared for the next stage of education and adulthood.

Managing pupils on the SEND register
All pupils receiving SEND Support will have a SEND Support Plan, developed collaboratively with pupils, parents/carers and, where appropriate, external professionals. The SEND Support Plan outlines the pupil's identified needs, agreed outcomes, provision and support strategies.

Where it is beneficial to the pupil, a One Page Profile will also be used to provide a concise overview of the pupil's strengths, interests, aspirations and the strategies that support them to learn successfully.

These documents are reviewed regularly and updated in response to pupils' progress and changing needs. Formal review meetings take place at least three times a year and involve pupils, parents/carers and, where appropriate, external professionals.

Class teachers are responsible for implementing, monitoring and reviewing provision for pupils with SEND and for tracking progress towards agreed outcomes. The SENDCo works alongside staff to ensure provision is effective, consistent and responsive to individual needs.

Our approach is person-centred, focused on positive outcomes and supports pupils to develop independence, participate fully in school life and prepare for their future.

Specialist Support
The school works closely with a range of specialist services to support the early identification of SEND, inform assessment and ensure pupils receive appropriate provision to meet their individual needs.

Where a pupil continues to experience difficulties despite high-quality teaching and targeted support, the school may seek advice and support from external professionals. Decisions to involve specialists will be made in partnership with parents/carers and, where appropriate, the pupil.

Recommendations from specialist services will be used to inform provision, support planning and outcome setting. Records of advice received and actions agreed will be shared with relevant staff and parents/carers.

The school may access support from a range of services, including:
- Autism Advisor
- Child and Adolescent Mental Health Service (CAMHS)
- Children's Social Care
- Dyslexia Support
- Early Years Advisor
- Educational Psychologist
- Mental Health Support Team (MHST)
- Occupational Therapist
- Paediatric Physiotherapist
- Play Therapist
- Reading Inclusion Support in Education (RISE)
- School Nursing Team
- Sensory Consortium
- Speech and Language Therapist

The involvement of specialist services complements, but does not replace, the school's responsibility to provide high-quality teaching and provision for pupils with SEND.

Education, Health and Care Needs Assessments
Where, despite the provision of high-quality teaching, targeted support and a graduated approach, a pupil continues to experience significant difficulties in making progress towards agreed outcomes, the school, in partnership with parents/carers and relevant professionals, may request an Education, Health and Care (EHC) needs assessment.

An EHC needs assessment may be considered where evidence demonstrates that, despite purposeful and sustained support through the graduated approach, the pupil may require provision beyond that which is ordinarily available through the school's resources.

Criteria for exiting the SEND register
A pupil may be removed from the SEND Register when, through sustained progress and appropriate support, they no longer require provision that is additional to or different from that ordinarily available to their peers.

The decision will be made in consultation with the class teacher, SENDCo, parents/carers, pupil and, where appropriate, external professionals. The views of all parties will be carefully considered before any changes are made.

Where a pupil is removed from the SEND Register, their progress will continue to be monitored through the school's assessment and pupil progress procedures to ensure that they continue to achieve well. SEND records will be retained in accordance with school procedures and transferred to the next setting when appropriate.

Should concerns re-emerge, the graduated approach outlined in this policy will be reinstated and additional support considered.

Preparation for Adulthood
The school recognises that preparation for adulthood begins from the earliest years. Through our curriculum and wider provision, pupils are supported to develop communication, independence, resilience, wellbeing, community participation and the skills required for successful adult life.

Planning for adulthood is embedded within SEND support planning and EHCP outcomes and aims to prepare pupils for the next stage of education and, in the longer term, for employment, independent living, community participation and good health.

Transition Arrangements
The school works closely with families, early years settings, schools and other agencies to ensure smooth transitions into, within and beyond Manor Primary School. Additional transition support may be provided where needed, including enhanced visits, visual supports, social stories, transition meetings and the sharing of relevant information to ensure continuity of provision.
Supporting pupils and families
The school values positive partnerships with pupils and their families and recognises the important role parents/carers play in supporting their child's education.

Parents/carers are encouraged to participate fully in discussions about their child's needs, provision and outcomes. The school works collaboratively with families and external professionals to ensure that pupils receive appropriate support and achieve the best possible outcomes.

Information about SEND provision is available through the school's SEND Information Report, Local Offer and school website.

Access Arrangements
The school is committed to ensuring that pupils are able to access statutory and internal assessments appropriately and fairly. Class teachers, in partnership with the SENDCo, are responsible for identifying pupils who may require access arrangements.

Where a pupil's needs impact their ability to access assessments in the standard way, the SENDCo will work with staff to determine appropriate access arrangements in line with current regulations and available evidence.

Supporting pupils with medical conditions

The school recognises that pupils with medical conditions should be appropriately supported to ensure they have full access to education, including educational visits, enrichment activities and physical education.

The school will make reasonable adjustments and provide support in accordance with individual healthcare plans and the requirements of the Equality Act 2010, where appropriate.

Some pupils with medical conditions may also have special educational needs and disabilities (SEND). Where this is the case, the school will work in partnership with parents/carers, health professionals and external agencies to ensure needs are identified and supported effectively. Where a pupil has an Education, Health and Care Plan (EHCP), health and social care needs will be considered alongside their special educational provision.

Roles and Responsibilities
Provision for pupils with SEND is a whole-school responsibility. The Governing Body, Headteacher, SENDCo, teaching staff, support staff, parents/carers and pupils work together to ensure that pupils with SEND are identified, supported and enabled to achieve positive outcomes. Effective partnerships with parents/carers and meaningful pupil participation are central to our approach.

The Governing Body has a statutory responsibility for ensuring that appropriate provision is made for pupils with SEND and for monitoring the effectiveness of the school's SEND arrangements.

- Governors are responsible for:
  - Ensuring the school fulfils its statutory duties in relation to SEND.
  - Monitoring the effectiveness of the school's SEND provision and its impact on pupil outcomes.
  - Ensuring appropriate staffing, resources and funding are in place to support pupils with SEND.
  - Promoting an inclusive culture in which pupils with SEND can participate fully in school life.
  - Ensuring the requirements of the SEND Code of Practice are met.

The school's SEND Governor works with school leaders to support and challenge the school's provision and reports to the Governing Body on SEND matters.

- The Headteacher is responsible for:
  - The strategic leadership of SEND and inclusion across the school.
  - Ensuring the effective implementation of this policy.
  - Working closely with the SENDCo to secure high-quality provision for pupils with SEND.
  - Deploying staff and resources effectively to meet pupils' needs.
  - Reporting to governors on the effectiveness of SEND provision.

- The SENDCo is responsible for:
  - Coordinating the day-to-day operation of the school's SEND provision.
  - Overseeing the identification, assessment and monitoring of pupils with SEND.
  - Supporting staff to meet the needs of pupils with SEND through advice, guidance and training.
  - Supporting staff to promote independence, inclusion and preparation for adulthood.
  - Working in partnership with parents/carers and external professionals.

- Coordinating support from external agencies and specialist services.
- Maintaining the SEND Register and ensuring accurate records are kept.
- Monitoring the effectiveness of SEND provision and pupil progress.
- Supporting effective transition between classes, key stages and educational settings.
- Contributing to the professional development of staff.
- Completing the mandatory National Professional Qualification (NPQ) for SENDCos within the required timescales, where applicable.

- Class teachers are responsible for:
  - Providing high-quality, adaptive teaching for all pupils.
  - Identifying, assessing and responding to pupils' individual needs.
  - Implementing and reviewing SEND provision in collaboration with the SENDCo.
  - Monitoring pupil progress and evaluating the impact of support and interventions.
  - Maintaining regular communication with parents/carers.
  - Working with support staff and external professionals to secure positive outcomes for pupils with SEND.
  - Retaining responsibility for the progress and attainment of pupils with SEND on a day-to-day basis.

- Support staff are responsible for:
  - Supporting the learning, wellbeing, independence and inclusion of pupils with SEND.
  - Implementing agreed provision and strategies under the direction of the class teacher.
  - Providing feedback to teachers on pupil engagement, progress and wellbeing.
  - Promoting pupil independence and participation in school life.

- Pupils are encouraged to:
  - Share their views, wishes and aspirations.
  - Participate in decisions about their support and outcomes.
  - Take an active role in their learning and progress, where appropriate.
  - Develop increasing independence and self-advocacy skills.

- Parents/Carers are encouraged to:
  - Work in partnership with the school to support their child's learning and development.
  - Attend review meetings and contribute to discussions about provision and outcomes.
  - Share information about their child's strengths, needs and aspirations.
  - Support agreed strategies and targets where appropriate.

Training and Resources

The school is committed to ensuring that all staff have the knowledge, skills and confidence to meet the needs of pupils with SEND effectively.

All staff receive information and guidance relating to SEND as part of their induction programme. This includes an overview of the school's SEND procedures, provision and the needs of individual pupils.

The SENDCo works closely with school leaders to identify training needs and provide ongoing professional development for teaching and support staff. Training may be delivered through whole-school training, specialist services, external providers and staff meetings.

Training may include autism, ADHD, speech, language and communication needs, ELKLAN, NELI, SHREC, dyslexia, social, emotional and mental health (SEMH), attachment and trauma, sensory needs, medical conditions, adaptive teaching, precision teaching and ELSA training.

The school regularly reviews its resources, provision and staff expertise to ensure that pupils with SEND receive high-quality support, achieve positive outcomes and are fully included in school life.

Storing and managing information
SEND records are stored securely on CPOMS and, where necessary, within pupils' confidential school files. Any paper records are stored securely and access is restricted to authorised staff.

Information relating to pupils with SEND is managed in accordance with the school's Data Protection and Confidentiality policies and the requirements of UK GDPR.

SEND records are transferred securely to a pupil's next educational setting when they leave Manor Primary School to support effective transition and continuity of provision.

Equality and accessibility
The school complies with its duties under the Equality Act 2010 and is committed to promoting equality, diversity and inclusion. We seek to eliminate discrimination, foster positive relationships and ensure equality of opportunity for all pupils.

Reasonable adjustments are made, where appropriate, to remove barriers to learning and participation, enabling pupils with disabilities to access the curriculum, the physical environment and the wider life of the school.

Further information can be found in the school's Equality Information and Objectives Statement and Accessibility Plan.

Complaints
The school is committed to working in partnership with pupils and parents/carers to resolve concerns at the earliest opportunity.

Any concerns regarding SEND provision should, in the first instance, be discussed with the class teacher and/or SENDCo. If concerns remain unresolved, parents/carers should follow the school's Complaints Procedure, which is available on the school website.

Formal complaints may be addressed to the Headteacher and, if necessary, escalated to the Governing Body in accordance with the school's Complaints Procedure.

Further information
Further information about the school's SEND provision can be found in the SEND Information Report, available on the school website.

Information about SEND services and support available within the local area can be found through Reading's Local Offer:
https://servicesguide.reading.gov.uk/kb5/reading/directory/family.page?familychannel=3

Review of policy
This policy will be reviewed annually by the Governing Body, or sooner if required due to changes in legislation, statutory guidance or school practice.