



Statutory Policy

SEND & Inclusion

Responsibility of	People Management Committee
Reviewed	November 2025
To be reviewed by	November 2026

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (Updated January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (December 2015)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2015

AIMS

Our overarching aim is to create an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs, in which all pupils can thrive with a focus on these specific areas:

- identifying, at an early age, individuals who need extra help and attention
- enabling each pupil to reach his or her full potential, both curricular and extracurricular
- raising aspirations and being outcome focussed
- enabling each pupil to partake in, and contribute fully, to school life
- endeavouring to meet the individual needs of each child
- developing a feeling of self-esteem within the individual
- fostering an atmosphere in our school which will promote a happy, sensitive and secure environment to ensure the most effective learning for all children
- providing for children's individual needs by supporting them in various ways: whole class, small groups and individual
- monitoring closely those with SEND by review and assessment, to enable us to recognise, celebrate and record achievements
- providing access to and progression within the curriculum
- working with parents and other agencies to provide support and opportunities for those children with SEND
- using a variety of teaching strategies, to facilitate meaningful and effective learning for all children
- assisting all staff in the delivery of educational entitlement and ensuring all staff are aware of a child's individual needs
- ensuring access to a range of resources to support staff in their teaching of children with SEND
- including the voice of the child in monitoring and reviewing One Page Pupil Profiles

OBJECTIVES

- identify and provide for pupils who have Special Educational Needs and Disabilities.
- work within the guidance provided in the SEND Code of Practice, 2014
- *understand that every teacher is a teacher of SEN (every teacher, every child)*
- operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- provide a Special Educational Needs and Disability Co-ordinator (SENDCo) who will work with the SEND /Inclusion Policy
- provide support and advice for all staff supporting pupils who have special educational needs and disabilities.

TYPES OF SEND

SEND is divided into 4 categories:

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASC, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Our school has clear processes to support children and young people, including how we manage the effect of any disruptive behaviour so it does not adversely affect other pupils. More information can be found in our Behaviour Policy (available on our school website).

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

As a school we follow the guidance in the Equality Act 2010 and observe two key duties:

- we must not directly or indirectly discriminate against, harass or victimise disabled children and young people

· we must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage

The school's Equality Policy and objectives and the Accessibility Plan can be found on the school website.

Behavioural difficulties, slow progress, low attainment, difficulties related solely to limitations in English as an additional language do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEND.

IDENTIFICATION, ASSESSMENT AND REVIEW

Identification:

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between children and their peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the child's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in child's behaviour

The Code of Practice 2014 outlines a **graduated response** to pupils' needs, recognising that there is a continuum of need matched by a continuum of support.

Manor Primary School follows the cycle of **Assess, Plan, Do, Review**



1. Assess

Children are only identified as having SEN if they do not make adequate progress once they have had all the intervention/adjustments and Wave 1 good quality, personalised teaching. Additional intervention and support cannot compensate for a lack of good quality teaching.

The key characteristics of Wave 1 high quality teaching are:

- highly focused lesson design with sharp objectives
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining

- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise of effort to engage and motivate pupils.

Detailed information about the Wave 1 Quality First Teaching Provision can be found under SEND information on our school website.

In identifying a child as needing SEN support the class teacher, working with the SENDCo, shall carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff, with parental permission, the SENDCo should contact them.

2. Plan

Where it is decided to provide a pupil with SEND support, the parents must be formally notified. The teacher and the SENCo should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

3. Do

The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve small group or individual teaching away from the main class or subject teacher, the class teacher retains responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents/ carers. This should feed back into the analysis of the pupil's needs. The class teacher, working with the SENDCo, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent/ carer and pupil.

Where a pupil has an Education and Health Care plan (EHCP), the local authority, in cooperation with the school, must review that plan as a minimum every twelve months.

The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the Senior Leadership Team including the SENDCo
- analysis of pupil tracking data via Pupil Progress meetings
- monitoring of procedures and practice by the SEND governor
- School Self-Evaluation document
- OFSTED inspection arrangements
- meetings of parents/ carers and staff, both formal and informal

MANAGING PUPILS NEEDS ON THE SEND REGISTER

All children on the SEND Register will have a One Page Pupil Profile, which details important information about the child, including how they learn best, what is important to them and other key information. This profile is designed to provide all working with the child some key information to help them to succeed. In addition, each child will have an Individual Pupil Provision Profile, this details the targets agreed by teachers, parents, pupils and other professionals working with the child. It also details the provision and resources required for the child to meet the outcomes, including who will be responsible for them and when they will take place. Both profiles are designed to be working documents which are updated to reflect the current needs of the child. Formal review meetings will take place three times a year, where parents and pupils will be involved in reviewing progress and setting new targets. Class teachers are responsible for evidencing progress according to the outcomes described in the plan and maintaining and updating One Page Pupil Profiles. These are then shared with everyone involved with the child. The SENDCo reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

Specialist Support

At Manor Primary School we involve specialists to advise us on early identification of SEND and effective support and interventions. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school shall consider involving specialists. The pupil's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEND support.

The school currently has access to the following specialist services:

- Autism Spectrum Condition (ASC) Advisors
- Child and Adolescent Mental Health Service (CAMHS)
- Dyslexia Support
- Early Years Advisor
- Educational Psychologist
- Educational Welfare Officer
- Education Mental Health Practitioner
- Emotional Literacy Support Assistants (ELSA's)
- Family Support Worker
- Massage Therapist
- Occupational therapist
- Play therapist
- Primary Mental Health Workers
- School Nurse
- Sensory Consortium
- Social Care
- Speech and Language Therapist

If a need is identified, and a specialist support is deemed appropriate, with consultation with parents/carers, the school will contact the appropriate support.

Education, Health and Care Needs Assessments

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care Plan (EHCP) assessment.

CRITERIA FOR EXITING THE SEN REGISTER/RECORD

If it is felt that children are making progress which is sustainable, and their needs are no longer additional to and different from their peers, then they may be taken off the SEN register. If this is the case then the views of the teacher, SENDCo, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off of the SEN register, then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will be continued to be monitored through the school's monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance, then the procedures set out in this policy will be followed.

SUPPORTING PUPILS AND FAMILIES

Class teachers, in partnership with the SENDCo, are responsible for ensuring that pupils are able to access assessments carried out within their class. If a child's needs mean that they are unable to access standardised tests, then the SENDCo will liaise with the class teacher to assess pupils' eligibility for access arrangements.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEN Code of Practice (2014) is followed.

TRAINING AND RESOURCES

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with children with SEND.

ROLES AND RESPONSIBILITIES

Provision for pupils with SEND is a matter for the school as a whole. The board of governors, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs and disability. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school.

Governors will ensure that:

- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils

- the school profile informs parents under the heading 'How we are making sure we are meeting the learning needs of individual pupils'
- they have regard to the requirements of the SEND Code of Practice 0 – 25 (July 2014)
- parents are notified if the school decides to make SEND provision for their child
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for SEND

The Head Teacher is responsible for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs and disability
- keeping the governing body informed about SEND issues
- working closely with the SENDCo
- the deployment of all special educational needs personnel within the school
- monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole

The special educational needs and disability co-ordinator (SENDCo) is responsible for:

- overseeing the day to day operation of the school's SEND policy
- co-ordinating the provision for pupils with special educational needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify pupils with special educational needs
- carrying out assessments and observations of pupils with specific learning problems
- supporting class teachers in devising strategies, drawing up One Page Pupil Profiles, Individual Pupil Provision Profiles, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of year assessments, SATs, etc.
- contributing to the in-service training of staff
- liaising with the SENDCos in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other
- taking part in any SEND moderation offered by the Local Authority

Class teachers are responsible for:

- Providing high quality first teaching for all children
- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENDCo, parents/ carers and pupil)
- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.
- Retaining responsibility for the child, including working with the child on a daily basis
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND
- Directly liaising with parents of children with SEND

Support Staff should:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND
- use the school's procedure for giving feedback to teachers about pupils' progress.

Support staff work as part of a team with the SENDCo and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class. They play an important role in implementing One Page Pupil Profiles, Individual Pupil Provision Profiles and monitoring progress.

STORING AND MANAGING INFORMATION

Documents relating to pupils on the SEND register will be stored with their Pupil File in the school office; these cabinets are locked overnight. SEND records will be passed on to a child's next setting when he or she leaves Manor Primary School. The school has a Confidentiality policy which applies to all written pupil records. Our General Data Protection Regulation (GDPR) policy can also be found on our school website.

ACCESSIBILITY

The DDA, as amended by the SEN and Disability Act 2001, places a duty on all schools to increase - over time - the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area. Manor Primary School's Accessibility Plan forms part of our Equality Plan and Policy.

COMPLAINTS

The school has a complaints procedure which applies to complaints about SEND provision – Any complaints should be made to the Chair of Governors via the school office or the Headteacher.

LINKED POLICIES/DOCUMENTS

- Accessibility plan
- Anti-bullying policy
- Behaviour and Exclusion policy
- Complaints procedure
- Confidentiality policy
- Data Protection policy
- Equality Plan and Procedure
- Managing Medical Conditions in School policy
- Intimate Care policy
- GDPR Policy.

Further SEND information can be found on our school web site.

Manor Primary School's Local Offer 2024/25 can be found at:

<http://servicesguide.reading.gov.uk/kb5/reading/directory/family.page?familychannel=3>

REVIEWING THE POLICY

This policy will be reviewed by governors on an annual basis.