

**MANOR ROAD PRIMARY SCHOOL**



# **SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY**

**September 2025**





## Manor Road Primary School

### Special Educational Needs and Disability Policy

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## **Manor Road Primary School**

### **Special Educational Needs and Disability Policy**

#### **Definition of Special Educational Needs**

In this policy, 'special educational needs' (SEND) refers to a child or young person who has a learning difficulty or disability which calls for special educational provision to be made for him or her.

The SEND Code of Practice (DfE 2015) says a child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

#### **Definition of special educational provision**

For children aged two or more, special educational provision is educational provision that is additional to or different from that made generally for other children of the same age by mainstream schools.

#### **Disabled children**

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

#### **Mission Statement**

At Manor Road Primary School, we support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual.

We are committed to inclusion within the school curriculum and participation in all aspects of school life. We provide an exciting, creative and effective learning environment, recognising and responding to individual learning styles. We aim to help each child experience success and to reach their full potential by providing the highest standard of education and care.

Manor Road Primary School adopts a 'whole school approach' to special educational needs. All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.

The school operates a policy of inclusion which "acknowledges the social, emotional and cognitive factors that contribute to school learning and participation" (Removing Barriers to Achievement – The Government's Strategy for SEND [DCSF 2004]). The school takes very seriously its responsibilities towards all pupils with additional needs and every effort is made to match provision to need. We follow the staged approach to identification of and assessment of additional needs (DfE SEND Code of Practice 2015).

## **Aims and Objectives**

### **Aims**

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the SEND Code of Practice 2015.

Our aims are:

- To identify the needs of pupils with SEND as early as possible. We do this effectively by gathering information from parents, education, health and care services and feeding schools or early years settings prior to the child's entry into the school.
- To monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- To make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by Karen Marshall, the Headteacher, and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- To work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information regularly on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work.
- To work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.
- Create a school environment where pupils feel safe to voice their opinions of their own needs. This means providing regular discussions between pupils and their teacher/SENCO and will be made easier by carefully monitoring the progress of all

pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life.

## **Roles and Responsibilities**

The person responsible for overseeing the provision for children with SEND at Manor Road is Karen Marshall, the Headteacher.

The governor with responsibility for SEND is Karen Haydock

The person co-ordinating the day to day provision of education for pupils with SEND is also Karen Marshall.

This role may include:

- Overseeing the day to day operation of the school's SEND policy.
- Seeking additional data from health, Children's Social Care or other agencies where appropriate and agree action with parents and the pupil's teachers.
- Informing parents of the LA's SEND Information Advice and Support Service
- Collating records on pupils
- Liaising with EPs (ensuring EPs give appropriate advice to parents and colleagues)
- Deciding with teachers, parents and the pupil, targets and teaching strategies
- Arranging review meetings
- Ensuring that records are kept up to date and available when needed
- Managing support staff
- Providing appropriate continual professional development

All staff and governors contribute to the implementation of the policy.

The governors are jointly responsible for ensuring the school is meeting the statutory requirements.

## **Arrangements for Co-ordinating SEND Provision**

Karen Marshall will hold details of all SEND Support records, TLAPs, IEPs, SEMH Support Plans and other relevant targets for individual pupils.

All staff can access:

- Manor Road Primary School's SEND Policy
- A copy of the SEND Register
- Guidance on identification in the SEND Code of Practice
- Information on individual pupils' special educational needs, including action plans, targets set and copies of their TLAP / IEP / SEMH Support Plans
- Practical advice, teaching strategies and information about types of special educational needs and disabilities
- Information on current legislation and SEND provision on staffroom noticeboard

This information is made accessible to all staff in order to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

Parents can access the SEND Code of Practice 2015 on the school website. Other relevant information will be shared as appropriate.

## **Admission Arrangements**

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

All SEND paperwork should be passed to Karen Marshall by the previous school, if coming from another school or setting/parents/local support service as soon as possible. If the child is making a transition from another school, a meeting may be set up between the feeding school and Karen Marshall to aid the smooth transition of the pupil, and discuss arrangements to be made as well as any other important information relating to that child's needs. Where face to face meetings are not possible, contact will be made via telephone to ensure that there is a good understanding of what type of provision is required.

Manor Road Primary School will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the start of the child's school year. The child will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

## **Specialist SEND Provision**

Manor Road Primary School has approximately 253 pupils and 37 of these have SEND. Manor Road Primary School recognises a full range of special needs.

We have members of staff who specialise in SEND provision and support and teachers and teaching assistants have gained experience over the years by attending courses appropriate to their roles at the time.

Teaching Assistants undergo continued Professional Development, enabling them to take part in or run intervention programmes for pupils with additional needs.

Once a child's needs are identified, support will be provided in a range of ways, including:

- Modification of teaching methods/materials
- In class support by teacher/teaching assistant (TA)
- Withdrawal for individual or small group work including 1:1 teaching in English and Maths, phonics and dyslexia support
- Use of specialist equipment
- Specialised ICT programmes
- Targeted Learning Action Plan, Individual Education Plan or Social, Emotional & Mental Health Support Plan, which are monitored by the SENCO

Every student will be regarded as an individual and resources will be deployed to help them reach targets specified on their TLAP / IEP / SEMH Support Plans. All teachers have a responsibility to provide information in order for the TLAP / IEP / SEMH Support Plans database to be updated three times a year to review the progress each pupil has made against their targets. TLAP / IEP / SEMH Support Plans will be circulated to all relevant staff and parents.

### **Facilities for pupils with SEND**

Manor Road Primary School already has a range of specialist SEND facilities in place. Specialist classroom furniture is in place to enable full participation in all areas of the curriculum. Accessible toilets are available. Blinds are available in all classrooms to help partially sighted children. Classrooms are carpeted to reduce noise levels for the hearing impaired. There are a number of classrooms available for small group teaching. IT equipment is available in each of the teaching rooms. We also have The Nest, a specific room with sensory resources and lighting which can be accessed by children needing a quieter space to regulate their emotions throughout the day.

### **Allocation of resources for pupils with SEND**

Manor Road Primary School welcomes applications on behalf of children with special needs and is committed to enabling the full personal development of individual pupils. Each teacher continuously reviews the needs of the children in their care and, in consultation with the Headteacher, aims to provide, as far as is possible, an appropriate curriculum to fulfil individual needs.

The national Special Educational Needs and Disability Code of Practice is followed carefully.

On occasion children with identified needs may need exceptional help. We value the advice and support of Lancashire County Council's Special Educational Needs and Disability Service.

If further help is still needed, then the Local Education Authority, through its School Psychological Service, may make an Education, Health and Care Plan and possibly fund additional help. It should be recognised however that such additional help is exceptional. Some funds have been delegated to the school and we carefully plan the use of these funds on an annual basis.

### **Identification of pupils needs**

See definition of Special Educational Needs at the start of this policy.

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND Register they may also fall into category (a), as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the SEND Register. Parents are given this information. It is recorded by the school through progress meeting documents and the Internal SEND Record of Concern (see Appendix 1) as an aid to further progression and for future reference.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

## **SEND Support**

- a) This recognises pupils who are identified as requiring additional and different help as well as the regular differentiated curriculum. Under SEND Support, Manor Road Primary School puts provision in place without resource to regular external advice or additional resources provided by the local authority.
- b) Where it is decided to provide a pupil with SEND support, the parents will be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above.
- c) The teacher and the SENCO will 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.
- d) All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will also be recorded on the school's information system.
- e) The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge.
- f) Parents will be fully informed of the planned support and interventions and, where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home.



- g) The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they will still retain responsibility for the pupil.
- h) The class teacher will 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.
- i) The SENCO will 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.
- j) The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.
- k) The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class teacher, working with the SENCO, will 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 and pupil.
- l) Parents will be given clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

In the event of unmet SEND additional needs, the school will contact a range of appropriate outside agencies eg. Educational Psychologist, CAMHS and health care professionals.

### **Education, Health and Care Plans (EHC)**

- a) At Manor Road, SEND Support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child, the child has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment.
- b) Full details of all the key stages in statutory assessment and planning and preparing the Education, Health and Care (EHC) plan, and guidance on related topics can be found in Chapter 9 of the DfE SEND Code of Practice 2015.
- c) Where a pupil has an EHC plan, the local authority **must** review that plan as a minimum every twelve months. Manor Road Primary School co-operates with the local authority in the review process and, as part of the review, the local authority can require us to convene and hold annual review meetings on its behalf.

### **Access to the curriculum, information and associated services**

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the Headteacher will consult with the child's parents for other flexible arrangements to be made.

The school curriculum is regularly reviewed by Karen Marshall to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. Manor Road Primary School does this by:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including shared progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND.
- Making use of all class facilities and space.
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the Headteacher in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate pupils to do their best and celebrating achievements at all levels.

### **Inclusion of pupils with SEND**

Karen Marshall oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

Manor Road Primary School aims to optimise opportunities for participation and achievement across all areas of school activity – social, curricular, physical by:

- Providing a balanced curriculum for all pupils both in and outside of the classroom, including play and interaction at mealtimes and playtimes, and extending to extra-curricular activities, school day trips and residential visits.
- Practicing teaching methods that suit the needs of individual pupils.
- Promoting an inclusive ethos throughout our school and encouraging social responsibility and understanding amongst all our pupils.

### **Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEND provision, Manor Road Primary School encourages feedback from staff, parents and pupils throughout the year. The school holds independent reviews, questionnaires and data analysis and parent feedback.

Evidence collected helps to inform school development and improvement planning.

## **Complaints Procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher who will be able to advise on formal procedures for complaint. As far as possible these concerns would be addressed by staff within the school. When concerns cannot be resolved within this existing framework, the parents may appeal (via the LA complaints procedure) to the governors of the school.

## **In-service Training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The Headteacher or appointed member of staff attends relevant SEND courses and facilitates/ signposts relevant SEND focused external training opportunities for all staff.

At Manor Road Primary School, we recognise the need to train all our staff on SEND issues. The Headteacher ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

## **Links to Support Services**

Manor Road Primary School continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the Headteacher and the child's parents.

## **Working in Partnerships with Parents**

Manor Road Primary School believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEND.
- Personal and academic targets are set and met effectively.

The school welcomes feedback from parents all year round and parents can make an appointment to speak to any member of staff including the Headteacher, throughout the year for any reason.

Parents are kept up to date with their child's progress through progress reports, parents' evenings and termly reviews.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The Headteacher may also signpost parents of pupils with SEND to the local authority SEND Information Advice and Support Service.

If any assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend any meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

### **Links with Other Schools**

Links with other schools, including special schools, are promoted. It is recognised that transition phases can be particularly difficult and therefore every effort will be made to ensure these are made.

#### **Receiving Pupils**

- Meetings with parents and new pupil
- Contacting previous school for SEND information
- Liaising with LA regarding statements / EHC Plans
- Making all SEND information received available to parents
- Working with previous school to ease the transition of the pupil

#### **Transferring Pupils**

- Copies of all TLAP / IEP / SEMH Support Plans / EHC Plans and LA reports will be sent to the child's next school
- Secondary schools are invited to attend Transition Reviews for any child with an EHCP
- All academic levels and intervention strategies will be transferred

### **Links with Other Agencies and Voluntary Organisations**

Manor Road Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND:

- Education Psychology Service
- Behaviour Support Service
- Children and Social Care
- Speech and Language Service
- Language and Learning Support
- Teacher of the deaf
- Teacher of the visually impaired
- Schools and Family Support Service
- Autism specialist
- Occupational therapist
- Physiotherapist
- CAMHS

- A range of pastoral support agencies, eg. Compass Bloom, Inspire, Lancashire Mind, The Key

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will be invited to and informed about any meetings held concerning their child.

POLICY REVIEW DETAILS		
Policy written by	Karen Marshall	
Policy implemented	June 2015	
Policy reviewed	September 2023	Pupil numbers and children with SEND updated
	September 2024	Pupil numbers and children with SEND updated
	September 2024	Pupil numbers and children with SEND updated  SEMH Support Plans now included.  Updated provision.
Review schedule	Annual	