MANOR ROAD PRIMARY SCHOOL

SPECIAL EDUCATIONS NEEDS & DISABILITIES (SEND) POLICY

September 2026

Manor Road Primary School

Special Educational Needs & Disabilities (SEND) Policy

Contents

Page No.	Details
3	Introduction
3	Definitions
4	Mission Statement
4	Inclusion Strategy
4	Aims and Objectives
5	Roles and Responsibilities
6	Arrangements for Co-ordinating SEND Provision
6	Admission Arrangements
6	Specialist SEND Provision
7	Facilities for Pupils with SEND
7	Allocation of Resources for Pupils with SEND
7	Identification of Pupils Needs
8	SEND Support and The Graduated Approach
8	Education, Health and Care Plans (EHCP)
9	Access to the curriculum, information and associated services
9	Inclusion of Pupils with SEND
9	Evaluating the success of provision
10	Complaints
10	Staff Training and Development
10	Working in Partnerships With Parents and Carers
11	Working with Other Schools and Agencies
11	Transition Arrangements
12	SEND Information Report
12	Links to Other Policies
13	Review of Policy

Manor Road Primary School

Special Educational Needs & Disabilities (SEND) Policy

INTRODUCTION

At Manor Road Primary School, we are committed to providing an inclusive, supportive and ambitious learning environment in which every child can thrive. We recognise that all pupils are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood.

This policy outlines the school's approach to identifying, assessing and supporting pupils with Special Educational Needs and Disabilities (SEND).

This policy complies with:

- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice: 0-25 Years (January 2015)
- Equality Act 2010
- Special Educational Needs and Disability Regulations 2014
- Keeping Children Safe in Education (current version)
- Supporting Pupils at School with Medical Conditions (DfE)

DEFINITIONS

Special Educational Needs

A child or young person has Special Educational Needs (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools.

Special Educational Provision

Special educational provision is educational provision that is additional to, or different from, that made generally available for children of the same age in mainstream schools.

Disability

Under the Equality Act 2010, a disability is:

"A physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities."

Many pupils with SEND may also be disabled, although not all disabled pupils have SEND.

MISSION STATEMENT

At Manor Road Primary School, we support and value the abilities of all our pupils. We are committed to providing equal opportunities for every child in our care within a safe, nurturing and inclusive environment.

We aim to provide an exciting, creative and effective learning environment that recognises and responds to individual strengths and needs. We strive to ensure all pupils experience success, develop confidence and achieve their full potential.

We adopt a whole-school approach to SEND and inclusion. All staff share responsibility for identifying and removing barriers to learning and participation, ensuring every child is supported to achieve positive outcomes.

INCLUSION STRATEGY

Manor Road Primary School is committed to delivering the principles set out in its Inclusion Strategy.

We believe every child has the right to belong, participate, achieve and thrive within their local mainstream school community.

Our Inclusion Strategy promotes:

- High expectations for all learners.
- Early identification of barriers to learning and participation.
- High-quality inclusive teaching and adaptive practice.
- Reasonable adjustments to support access to learning.
- Positive partnerships with families.
- Effective multi-agency working.
- A culture where diversity is valued and celebrated.

Inclusion is a shared responsibility of staff, governors, pupils and families and underpins all aspects of school life.

AIMS

At Manor Road, we aim to:

- Identify pupils with SEND as early as possible.
- Ensure all pupils have access to a broad and balanced curriculum.
- Remove barriers to learning and participation.
- Promote independence and confidence.
- Provide high-quality, person-centred support.
- Involve parents and pupils in decision-making.
- Work effectively with outside agencies.
- Promote positive outcomes for all pupils with SEND.
- Foster a culture of belonging, inclusion and respect.

ROLES AND RESPONSIBILITIES

SENDCO

The SENDCO is: **Karen Marshall, Inclusion Manager/SENDCO**

The SENDCO is responsible for:

- Overseeing the day-to-day operation of this policy.
- Coordinating provision for pupils with SEND.
- Maintaining the SEND Register.
- Monitoring pupil progress.
- Supporting staff in meeting pupils' needs.
- Liaising with parents and external agencies.
- Coordinating annual reviews for pupils with EHCPs.
- Supporting staff training and development.

Class Teachers

All teachers are teachers of children with SEND and are responsible for:

- Delivering high-quality teaching.
- Monitoring pupil progress.
- Implementing agreed support and interventions.
- Working closely with parents, support staff and the SENDCO.
- Reviewing the effectiveness of provision.

Governing Body

The Governing Body will:

- Ensure the school meets its statutory SEND duties.
- Monitor the effectiveness of SEND provision.
- Promote an inclusive ethos throughout the school.
- Appoint a governor with responsibility for SEND.

SEND Governor

The SEND Governor is **Karen Haydock**

The SEND Governor meets regularly with the SENDCO and reports to the Governing Body.

ARRANGEMENTS FOR CO-ORDINATING SEND PROVISION

The SENDCO maintains records relating to pupils with SEND and ensures relevant information is available to staff.

Staff have access to:

- The SEND Policy.
- The SEND Register.
- Individual Support Plans.
- EHCPs.
- Specialist advice and recommendations.
- Relevant guidance and training materials.

Information is shared appropriately to ensure effective provision while maintaining confidentiality.

ADMISSION ARRANGEMENTS

The school's admissions arrangements comply with statutory requirements and do not discriminate against pupils with SEND or disabilities.

The school welcomes applications from all pupils and works closely with parents, previous settings and external agencies to ensure effective transition arrangements are in place.

Where necessary, transition meetings will be held to support a successful start at Manor Road Primary School.

SPECIALIST SEND PROVISION

The school provides a range of support including:

- High-quality inclusive teaching.
- Adaptive teaching approaches.
- Small-group interventions.
- Individual support programmes.
- Specific literacy and numeracy interventions.
- Social, emotional and mental health interventions.
- Speech and language support programmes.
- Specialist equipment and resources.
- Access to appropriate technology.

Provision is reviewed regularly to ensure it remains effective in supporting pupil outcomes.

FACILITIES FOR PUPILS WITH SEND

The school provides:

- Accessible toilet facilities.
- Adapted furniture and equipment where required.
- IT resources to support learning.
- Appropriate sensory support resources.
- Small-group teaching areas.
- Access to "The Nest" as a supportive sensory and emotional regulation space.

The school maintains an Accessibility Plan in accordance with the Equality Act 2010.

The Accessibility Plan outlines how the school will:

- Increase access to the curriculum.
- Improve the physical environment.
- Improve access to information.

The Accessibility Plan is available on the school website.

ALLOCATION OF RESOURCES

Resources are allocated according to need following assessment and review.

Funding may be used to provide:

- Additional adult support.
- Specialist interventions.
- Staff training.
- Specialist resources and equipment.
- Advice from external professionals.

Provision is reviewed regularly to ensure resources are deployed effectively and support improved outcomes.

IDENTIFICATION OF PUPILS NEEDS

The school follows the SEND Code of Practice and uses a graduated approach to identification.

Identification may be informed by:

- Teacher observations.
- Progress data.
- Assessments.
- Parent concerns.
- Pupil voice.

- Information from previous settings.
- Advice from external agencies.

The four broad areas of need are:

Communication and Interaction

Cognition and Learning

Social, Emotional and Mental Health

Sensory and/or Physical Needs

Identification is not solely determined by attainment but considers the child's wider development and participation in school life.

SEND SUPPORT AND THE GRADUATED APPROACH

The school uses the graduated approach of:

Assess

The child's needs are identified through assessment and discussion with parents and the pupil.

Plan

Support, interventions and intended outcomes are agreed.

Do

Support is implemented by teaching and support staff.

Review

Progress is reviewed with pupils and parents, and provision adjusted as required.

Parents are fully involved throughout the process.

The class teacher remains responsible and accountable for the progress and development of every pupil in their class.

EDUCATION HEALTH AND CARE PLANS (EHCPs)

Where a pupil continues to experience significant barriers to learning despite targeted support, the school or parents may request an Education, Health and Care Needs Assessment from the Local Authority.

Where a pupil has an EHCP:

- Provision will be implemented as specified within the plan.
- Progress will be monitored regularly.
- The plan will be formally reviewed at least annually.

Annual reviews will adopt a person-centred approach, ensuring the views, wishes and aspirations of the child and family remain central to planning and decision-making.

ACCESS TO THE CURRICULUM

All pupils with SEND are entitled to access a broad and balanced curriculum.

The school supports this through:

- Quality First Teaching.
- Adaptive teaching approaches.
- Flexible grouping arrangements.
- Specialist resources and equipment.
- Access arrangements where appropriate.
- Inclusive educational visits and extracurricular activities.

Reasonable adjustments will be made to ensure pupils with SEND can participate fully in all aspects of school life.

INCLUSION OF PUPILS WITH SEND

The school actively promotes an inclusive culture by:

- Valuing diversity.
- Celebrating achievement.
- Encouraging participation.
- Supporting emotional wellbeing.
- Promoting independence.
- Developing self-confidence and resilience.

The school aims to optimise opportunities for participation, achievement and belonging for every pupil.

EVALUATING THE SUCCESS OF PROVISION

In order to make consistent continuous progress in SEND provision at Manor Road, we evaluate the effectiveness of our provision through:

- Pupil progress data.
- Provision reviews.
- Learning walks and observations.
- Parent feedback.

- Pupil voice.
- Annual reviews.
- SEND monitoring activities.
- Governor monitoring.

Findings inform school improvement priorities and future provision planning.

COMPLAINTS

The school seeks to resolve concerns promptly through discussion and partnership with parents.

Where concerns remain unresolved, parents should follow the school's published Complaints Procedure.

Parents also have access to mediation, disagreement resolution services and SENDIAS where appropriate.

STAFF TRAINING AND DEVELOPMENT

The school is committed to ongoing professional development. We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of children with SEND

Training may include:

- Autism awareness.
- Speech and language needs.
- SEMH support.
- Trauma-informed practice.
- Inclusive classroom strategies.
- Medical needs.
- Specific learning difficulties.

Training priorities are identified through school improvement planning and individual staff development needs.

PARTNERSHIP WITH PARENTS AND CARERS

We recognise parents as vital partners in supporting children's learning and wellbeing and believe that a close working relationship with parents is vital.

Parents will be:

- Listened to and respected.
- Involved in decision-making.

- Kept informed of progress.
- Invited to review meetings.
- Supported to access services and information.

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.

The school will signpost families to the Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS) where appropriate.

WORKING WITH OTHER SCHOOLS AND AGENCIES

Manor Road Primary School promotes links with other schools, including special schools. The school works collaboratively with:

- Educational Psychology Service.
- Speech and Language Therapy.
- Occupational Therapy.
- Physiotherapy.
- CAMHS.
- Lancashire SEND Services.
- Social Care.
- Health professionals.
- Specialist teaching services.
- Local schools and specialist provisions.

Strong partnerships support effective identification, planning and intervention.

TRANSITION ARRANGEMENTS

The school recognises that transitions can be challenging for pupils with SEND and every effort will be made to support children and their families at these times.

Support may include:

- Additional visits.
- Transition meetings.
- Enhanced information sharing.
- Personalised transition plans.
- Liaison with receiving schools.

Relevant information, including support plans and EHCP documentation, is transferred securely to receiving schools where appropriate.

SEND INFORMATION REPORT

Further information about SEND provision at Manor Road Primary School can be found in the school's SEND Information Report, which is published annually on the school website in accordance with the Special Educational Needs and Disability Regulations 2014.

LINKS TO OTHER POLICIES

This policy should be read alongside:

- SEND Information Report
- Inclusion Strategy
- Accessibility Plan
- Equality Information and Objectives
- Behaviour & Relationships Policy
- Attendance Policy
- Safeguarding & Child Protection Policy
- Supporting Pupils with Medical Conditions Policy

POLICY REVIEW DETAILS		
Policy written by	Karen Marshall	June 2015
Policy reviewed	September 2023	Reviewed and updated as required.
	September 2024	Reviewed and updated as required.
	September 2025	Reviewed and updated as required.
	September 2026	Reviewed and updated as required.
Review schedule	Annual	