



Manor Wood Primary

SEND Policy and Annual Information Report



Special Educational Needs and Disability Policy Statement (SEND Policy) and Annual Information Report

This document is a statement of the aims, principles and objectives for Special Educational Needs at Manor Wood Primary School.

It was accepted by the Governing Body in 2022.

Introduction

At Manor Wood Primary School we advocate a continuum of provision where early identification and assessment is integral. This policy reflects the practices, aspirations, ethos and commitments of our school and we celebrate success of all children with Special Educational Needs and Disability (SEND). This policy is not simply a written statement of aims and aspirations. It is a working document and reflects what happens in practice and measures how school evaluates the effectiveness of its actions. It has been written with due regard to the SEND Code of Practice, January 2015, and will be monitored and evaluated according to any changes within the SEND Code of Practice, January 2015.

Definitions and Legality

As detailed in the SEND Code of Practice (January 2015).

A child or young person has SEND if: they have an LDD (learning difficulty or disability) which calls for special education provision to be made. A child of compulsory school age has an LDD if he or she:

- Has a significant 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 post 16 institutions.
- For children aged 2 or more, special educational provision is that which is additional to or different from that made generally for other children or young people of the same age by mainstream schools and other institutions.

Disability is defined by the Disability Discrimination Act 1995 (DDA): A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

The SEND and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favorably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled pupils.

Our accessibility plan (**see separate Accessibility Plan**) sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum.
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

Children must not be regarded as having a learning difficulty solely because language or form of language of their home is different from the language in which they will be taught.

Aims and Objectives

We have an inclusive ethos and work in partnership with children, Parents and other agencies to provide the best possible educational outcomes. We have high expectations of all our children. We assess their attainment, progress and needs regularly and put support in place at the earliest possible stage where needed.

The main objective is to offer a clear, coherent way to provide for the special educational needs of all children in our school. We respect the individuality of the children in our care and aim to provide an environment, which secures the development of the child at his/her own pace, which will enable pupils to reach their full potential.

We want to encourage children to co-operate with other people, be tolerant and understanding. We aim to do the following:

- Develop differentiation in all lessons to improve the educational opportunities of all children, regardless of ability.
- Meet the SEND of children with physical disabilities as far as it is practicable in terms of the layout/resources in school.
- Increase the confidence, progress and attainment of children with SEND across all areas of the Curriculum.
- Communicate regularly with parents/carers about all aspects of the special educational needs provision made for their child.
- To effectively deploy resources across the school to meet all children's needs.
- To use the SEND Code of Practice as a framework for identification of and provision for, children with SEND.
- To work in partnership with the Local Authority and outer agencies to provide a graduated approach to provision for all pupils with SEND.

"The school goes to considerable lengths to ensure pupils learning to speak English, disabled pupils and those with special educational needs are fully supported. An effective range of approaches used by Teachers and their assistants during lessons and in small groups away from the class focus sharply on pupils practising and gaining the skills. This

ensures they learn well with the result that this year they have made more progress than the rate expected.” Ofsted 2012

Roles and Responsibilities of School Leaders

Governors and Headteachers

All SEND provision is overseen and managed by the Inclusion Manager, Claire Ranshaw, who is also part of the Senior Leadership Team. Claire is supported by the Head Teachers who has overall responsibility for assessment in school and therefore monitors the progress. She monitors, reviews and evaluates all SEND provision on a regular basis throughout the year and reports to the Governing Body. The governors report to parents on the implementation of the school’s policy for children with SEND through the Governors’ Annual Report to parents and carers.

They set high expectations for all pupils and staff. Within the governing body, the Pupil Support sub-committee is responsible for SEND provision. They oversee how individual needs are being met and how SEND funding above £6,000 is being spent. Funding may, for example, be spent on additional services such as additional speech and language therapy, learning resources, learning mentors, and family support workers, for children who need this additional support. Leaders ensure that the school’s physical environment is as appropriate and accessible as possible, within the means and confines of the school building - **see *Accessibility Plan***.

The Inclusion Managers

The designated Inclusion Managers is Claire Ranshaw. She works with all staff to ensure that a child with SEND joins in the activities of the school, together with children who do not have SEND, so far as is reasonably practical and compatible.

It is the responsibility of the Inclusion Manager to ensure the effective implementation of the SEND policy. This includes:

- Working as part of the Noctua Alliance to share good practice within SEND and within this we support schools that are developing their SEND provision
- The day to day operation of the school’s SEND policy and for coordinating provision for children with SEND
- Work with the Office Manager to maintaining the school’s SEND register and oversee the records of all children with SEND, including Individual Education Plans (IEP’s) and Individual Behaviour Plans (IBP’s)
- Knowledge of and liaising with other agencies, including The Complex Needs Service, EP service, Speech and Language therapists, Occupational and Physio Therapists, CAMHS, STARS, TAHMS, health care professionals, social care professionals and voluntary bodies
- Liaising with Parents and Carers of children with SEND
- Managing the processes of Educational Health Care Plans (EHCP)
- Managing the process of applying for FFI Funding
- They create a whole school provision map to ensure that all children’s needs are catered for and provide the necessary training and resources to deliver each

intervention. This provision is assessed and monitored regularly. **See attached list of the provision currently available**

- Assisting and advising colleagues with matters relating to SEND.
- Managing Teacher Assistants
- Attend training regularly to develop their own knowledge and expertise.

All requests for support for individual children in classes should be brought to the attention of the Inclusion Managers.

Teachers and Teacher Assistants

“Teachers and their assistants are highly skilled. They plan lessons effectively so that pupils, whatever their abilities or needs, are challenged by their work, effectively supported and learn well.” Ofsted 2012

“Across the school, ambitious targets for each pupil and rigorous checks on progress carried out regularly keeps a good level of achievement on track. The sharp focus on pupils’ progress means that whatever their ability and learning needs they are supported and challenged appropriately.” Ofsted 2012

- Be made aware of school’s procedures in identifying, assessing and making provision for children with SEND through sharing of the SEND Policy, the SEN register, CPD for staff and other information distributed by the Inclusion Managers
- Teachers have a responsibility to bring to the attention of the Inclusion Managers any child whose needs they believe are not being met. They should seek to identify pupils who are making less than expected progress given their age and individual circumstances. This can be categorised by progress which:
 1. Is significantly slower than that of their peers starting from the same baseline
 2. Fails to match or better the child’s previous rate of progress
 3. Fails to close the attainment gap between the child and their peers
- The first response by Teachers should be high quality teaching targeted at the child’s area of weakness. Where progress continues to be less than expected, the class Teachers, working with the Inclusion Managers, should assess whether the child has SEND
- Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addresses at the outset
- Lessons should be planned to address potential areas of difficulty and to remove barriers to pupils’ achievement
- Teachers are responsible and accountable for the progress and development for the pupils in their class including where pupils access support from Teacher Assistants or specialist staff
- The class Teachers should remain responsible for working with the child on a daily basis. Where the interventions involve group or 1:1 teaching away from the class, they should still retain responsibility for the pupil. They should work closely with any Teacher Assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

- Teachers must plan, in accordance with IEP's/IBP's / EHCP / for children with SEND
- Teacher Assistants and Teachers deliver IEP's/IBP's in accordance with the Teachers' planning for children with SEND. Teacher Assistants must be given time to resource the activities appropriately if this is appropriate/needed
- Teachers and Teacher Assistants must meet regularly to discuss, monitor and assess the children with SEND and review any progress against IEP objectives at least termly (or before if appropriate)
- All Teachers are Teachers of children with SEND
- All staff in school access training for SEND throughout the year and many work alongside other professionals, to develop their skills, knowledge and expertise in specific areas of SEND. For example, we have staff who have developed high levels of expertise in Autism, Dyslexia and Down's Syndrome and all Teacher Assistants run intervention groups that cover a range of special educational needs (See attached provision map). Teachers are provided with training for all areas of SEND when the need arises

Parent/Carer Partnership

We accept, value and encourage the contribution and participation of Parents/Carers of children with SEND. Developing positive and constructive relationships is a key role in the education of their children. Parents /Carers are vital partners in the child's journey through school and are invited to attend meetings to review their child's progress throughout the year. We expect Parents/Carers to engage with school and to support their child's learning at home. Central to this is hearing their child read on a daily basis, making sure their child learns spellings and tables and helping with homework tasks.

- Contact with Parents/Carers of children with SEND is coordinated by the Inclusion Manager in conjunction with Teachers and Teacher Assistants
- Any arrangement for SEND provision must be discussed with the Parents/Carers before action is taken.
- Parents/Carers will be informed of;
 - The reason for the provision
 - The nature of the provision
 - Results of any assessments or testing conducted by the school/LEA, as requested
 - Progress being made
 - Any modifications to arrangements

Pupil Participation

Every individual child and their learning is at the heart of all we do. With great teaching, a range of provision, additional support and guidance, we expect all children to achieve their full potential. A high value is placed upon pupil participation in all aspects of school life. All children are actively involved in setting, assessing and reviewing their targets, progress and achievements. Children should also follow our school rules – this applies to all children, all the time.

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In lessons, pupils are involved in monitoring and reviewing their progress through the

use of layered targets. We endeavour to involve all pupils by encouraging them where possible to:

- State their views about their education and learning.
- Identify their own needs and learn about learning.
- Share in individual target setting across the curriculum so that they know what their targets are and why they have them.
- Self-review their progress and set new targets.
- Monitor their success at achieving the targets on their Individual Education Plan.

Admissions

In line with the authority, pupils with SEND will be treated as fairly as all other applicants. The school will not discriminate against children with SEND. There is, however, limited access for the disabled due to stairs in some areas of the building. There are no specialist facilities. Upon admission, carers/Parents are requested to provide any relevant information relating to SEND.

School-based SEN provision

Pupils receiving SEN provision additional to the universal offer will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible. The provision for these pupils is funded through the school's notional SEND budget.

Funding for Inclusion (FFI)

Pupils who need more support than is available from the school's SEN provision may be entitled to additional high needs top up funding. In Leeds this is called funding for inclusion (FFI). Funding for Inclusion (FFI) is the system for sharing out the special educational needs and disabilities (SEND) High Needs Top Up budget to education settings. It is not dependent on having an Education, Health and Care Plan (EHCP).

Applications for FFI are made by school following strict criteria outlined in the FFI handbook with parent's and pupil's views and wishes taken into account.

Education Health Care Plan (EHCP)

- The purpose of an EHCP plan is to make SEND provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:
 - Establish and record the views, interests and aspirations of the Parents and child or young person.
 - Provide a full description of the child or young person's special educational needs and any health and social care needs.
 - Establish outcomes across education, health and social care based on the child or young person's needs and aspirations.

- Specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes.
- The local authority base their decision on the evidence provided that the child is not making expected progress despite intervention and pay particular attention to:
 - Evidence of the child or young person's academic attainment and rate of progress.
 - Information about the nature, extent and context of the child or young person's SEND.
 - Evidence of the action already being taken by the Early Years provider, school or post-16 institution to meet the child or young person's SEND.
 - Evidence that where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided.
 - Evidence of the child or young person's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.

Transition Requirements

The Inclusion Manager will liaise with year group tutors and Special Educational Needs Co-Ordinator of receiving schools and invite relevant staff to the annual reviews prior to transfer.

Inclusion and Equal Opportunities

We, at Manor Wood Primary School, believe that all children should have an equal opportunity to attend our school. We value every individual and celebrate their achievements. We have structures and policies in place to promote inclusion. We identify and respond to individual needs. We identify and overcome potential barriers to learning for individuals and groups. We set suitable learning challenges for every child.

In line with the Disability Act 1995 (Special Educational Needs and Disability Act 2001 and Code of Practice 2015) current and prospective pupils with a disability will not be treated less favourably.

- The school will make reasonable adjustments as and when necessary
- There is a strong commitment to staff development on issues relating to the inclusion of pupils with SEND
- All children are made to feel safe and welcome at Manor Wood Primary School
- Every pupil is seen as having particular needs whether they are disabled, have a learning disability or are gifted and talented. Pupils with SEND will be included in all aspects of school life. Through planning and differentiation, staff aim to give all children opportunities to experience success and fulfil their potential
- Pupils for whom English is an additional language have diverse needs
- A Learning Mentor supports individual and groups of children in a pastoral role.
- There is an Equal Opportunities Policy and the school is committed to equality of opportunity for all pupils
- Children with challenging behaviour are supported at an early stage through IBP's. The school will work closely with Parents and seek advice from outside agencies. A

pastoral support plan will be automatically set up for a pupil who has several fixed period exclusions that may lead to a permanent exclusion or who has been otherwise identified as being at risk of failure at school through disaffection

- Good behaviour and achievement is acknowledged and rewarded at class level and assembly time
- Looked after children (CLA) have Education Plans, which are monitored by a designated Teachers
- A Home/School Agreement for all children and Parents stresses the importance of punctuality and regular attendance. Unauthorised absences are dealt with promptly

Review

The SEND Policy is subject to regular review – for example as part of the annual updating of the Staff Handbook.

Legislative Compliance

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

- Special educational needs and disability code of practice: 0 to 25 years (which takes account of the SEN provisions of the SEN and Disability Act 2001) January 2015.
- The Special Educational Needs and Disability Regulations 2014.
- Ofsted Section 5 Inspection Framework January 2014
- Ofsted SEN Review 2010 “A Statement is not enough”.
- Equality Act 2010.
- Education Bill 2011.
- Part 3 of the Children and Families Act 2014.
- This policy also complies with the OMAT Master Funding Agreement and Articles of Association.
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What if I am not happy with the arrangements in place for my child?

If you're not happy with any of the arrangements in place for your child, we would always recommend that you initially speak to the SENDCO in school. Our aim is to work together for the best outcomes for your child. If a resolution isn't possible, you may wish to follow our school complaints procedure which can be found on the school website. If you're unhappy with anything in relation to an Education, Health and Care (EHC) needs assessment or an EHC plan, please email sensap@leeds.gov.uk or call 0113 378 5256.

In addition to the formal support processes set out above, parents and young people can seek advice and support from Leeds SEND Information Advice Support Service who will be able to offer support. You can email sendiass@leeds.gov.uk or call the Helpline on 0113 378 5020.

This SEND Policy was adopted by Manor Wood Primary School on 01/09/2019

Chair of Governors – Mrs K Adams	
Signature:	
Frequency of review:	Annually
To be reviewed and approved by:	MWPS Full Board
Date of next review:	September 2025

REVIEW RECORD

Date of review	Reason for review	Date of next review

Name:		Signature:	
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on behalf of MWPS Full Board

Date of review	Reason for review	Date of next review

Name:			
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on behalf of MWPS Full Board

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