Manor Wood Primary

SEND and Inclusion Policy

Owlcotes Multi-Academy Trust

The aims of this SEND and Inclusion Policy are:

- To put you at ease and to reassure you that your child's needs will be understood, met and embraced.
- To provide an overview of our ethos and approach to inclusion and SEND (Special Educational Needs and/or disabilities)
- To provide a list of key principles that ensure high aspirations for all pupils.
- To provide a summary of the legislation and guidance which underpins our approach to Inclusion, including the key definitions we refer to when identifying and supporting pupils with SEND.
- To provide an overview of the processes for the identification, assessment and the provision for pupils with SEND.
- To provide an overview of our ethos and approach to inclusion for EAL, Looked After and Gifted and Talented pupils.
- To explain the roles and responsibilities of all those involved in removing barriers to learning for all pupils.

Our Ethos and Values:

At Manor Wood Primary School, we embrace every individual and empower all pupils to reach their full potential. We cultivate a school environment, culture, and curriculum that challenges stereotypes and celebrates diversity in all its forms. Our approach to SEND focuses on difference, not deficit, championing pupil voice and ensuring their goals and aspirations drive our support. We believe in building upon children's strengths to overcome learning barriers, and we are committed to fostering a culture of respect, understanding, and high aspirations for all students with SEND.

We respect that children:

- Have different educational and emotional needs
- Require different strategies for learning and emotional regulation
- Acquire, assimilate and communicate information at different rates
- Show success in different forms
- Have strengths and interests that will support their progress towards meeting educational and personal goals.

Our Key Principles:

- To be child-centred. We believe that all children have a unique knowledge of their own needs and have views about what would help them. Pupil voice is central to the provision provided at Manor Wood Primary.
- To use positive affirmations and terminology when talking about SEND promoting a compassionate and empowering narrative around difference.
- To be actively involved in whole school SEND awareness months and days that represent our pupils as well as providing visibility and an understanding of all differences, including those not represented at Manor Wood (Autism, ADHD, Dyslexia, Dyspraxia, OCD, Tourette Syndrome, Down Syndrome, Diabetes, Epilepsy, Deafness and hearing impairment…)
- To use High-Quality Teaching and create inclusive learning environments to remove individual barriers to learning for all pupils (including breakout spaces).
- To implement robust systems in support of the Graduated Approach to SEND (assess, plan, do, review), ensuring early identification of SEND.
- To provide a holistic, forward thinking, creative, child-centred approach to education which ensures inclusion, not by treating all pupils in the exactly the same way, but through the process of identifying,

understanding and finding creative solutions to remove or reduce individual barriers to learning and participation so that all pupils can thrive on their learning journey.

- Where possible, ensure reasonable adaptations are offered whole school, promoting inclusivity that benefits all pupils.
- Meet the SEND needs of children with physical disabilities as far as it is practicable in terms of the layout/resources in school
- To increase the confidence, progress and attainment of children with SEND across all areas of the Curriculum
- To focus on individual progress as the main indicator of success.
- To communicate regularly with parents/carers about all aspects of the special educational needs provision made for their child.
- To effectively use 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 other agencies to provide a graduated approach to provision for all pupils with SEND
- To ensure a high level of staff expertise in meeting pupil needs through targeted continuing professional development.
- To value all forms of communication and strive to provide alternatives to spoken and written language across school through assisted technology, British Sign Language (new to us) and visual aids.
- To provide pupils with the skills and confidence to become self-regulating learners.
- To enable pupils to set goals, monitor and evaluate their own academic development and manage their own motivation towards learning and to feel prepared for when they leave us for their next journey in life.

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

Special educational needs and provision can be considered as falling under four broad areas as outlined in the SEND Code of Practice (2015).

- **Communication and Interaction:** for example, Autistic Spectrum Condition, Speech, Language and Communication difficulties
- **Cognition and Learning: for example,** dyslexia, dyspraxia, dyscalculia, processing and memory difficulties, Attention Deficit Hyperactivity Disorder (ADHD), or more complex / multiple learning difficulties such as Global Developmental Delay and Down Syndrome.
- **Behaviour, emotional and mental health (SEMH) difficulties:** For example, attachment, anxiety, emotional regulation difficulties and self-esteem.

- **Sensory and/or physical needs:** for example, visual impairments, hearing impairments, Epilepsy, physical disabilities.

Disability Definition and Duties (Equality Act 2010)
Under the Equality Act 2010, a child has a disability if they have a physical or mental impairment that has a *substantial and long-term adverse effect* on their ability to carry out normal day-to-day activities.
Under Part 6 of the Equality Act 2010, the Governing Body and school leadership have three core statutory duties towards disabled pupils:

1. Not to treat disabled pupils less favourably for a reason related to their disability.
2. To make reasonable adjustments (including providing auxiliary aids and services) to ensure disabled pupils are not at a substantial disadvantage compared to their peers.
3. To maintain an Accessibility Plan to increase physical access, curriculum access, and access to written information over time.

Neurodiversity Definition:
"Neurodiversity" refers to the distinct ways in which people's brain's function. Although brain development follows a similar pattern, no two brains operate in exactly the same way. Being neurodivergent means having a brain that functions differently from what is considered the average or "neurotypical."

Strengths-Based Approach:
The concept of neurodiversity embodies a strength-based model that shifts the focus away from the challenges of pupils with neurological differences in favour of finding ways to work with the strengths of pupils to enable them to participate and experience educational success.

IDENTIFICATION: ASSESSMENT AND PROVISION FOR PUPILS WITH SEND
Please see our Whole School Provision Maps (Pragmatic Provision Map / Dyslexia Provision Map and Foundation Stage Provision Map**).** Each provision map is set out as follows: Strategic, Universal, Targeted and Specialist Provision.

Stage 1: Universal Quality First Teaching
Teachers are responsible and accountable for the progress and development of all pupils in their class. Quality first teaching is our first step in responding to pupils with learning differences.

All learners will have access to quality first teaching. Within our universal offer, reasonable adaptations and / or differentiation are made for pupils to ensure access to learning alongside their peers.

Inclusive Mainstream Fund (IMF): Universal teaching and learning across all classrooms is supported and enhanced through ring-fenced grant funding from the DfE's Inclusive Mainstream Fund; for full details on its allocation and our upcoming Inclusion Strategy, please see the *Funding and Resourcing* section of this policy.

Stage 2: Graduated Approach:

If universal and targeted provision fails to support a pupil in overcoming barriers to learning, a Graduated Approach plan will be recorded and reviewed in collaboration with teachers, parents and pupils.

Our approach is as follows:

- Gain pupil voice in the form of a passport and /or a talking mat
- Meet with parents/ carers in order to work collaboratively to meet need.
- Undertake an assessment of need: SENIT DJ (Early Years); Progression Steps; Stages not Ages (Cognitive Difficulties in KS1 / KS2) and / or observations of difficulties.
- Pupils may access an evidence-based intervention from the whole school provision map to support an identified area of difficulty.
- All interventions are assessment based where progress is tracked and the impact of the intervention evaluated.
- A referral to the school's Speech and Language Therapist may be made (Chatterbug)
- A referral may be made to the school's Learning Mentor Team.
- A referral may be made to other outside agencies as outline below.
- Termly progress and attainment for pupils on the SEND register is monitored by the SEND Team.
- **Termly Reviews for pupils receiving a high level of personalised support:** Parents receive two face-to-face meetings per year to review the impact of SEND provision, alongside one written review sent in the summer term. The summer review includes an invitation to meet the child's new class teacher and visit their new learning environment.

SEND Register:
Pupils will be added to the SEND register following collaborative conversations with teaching staff and parents when a SEND difference has been identified.

Stage 3: Referrals to Outside Agencies:

Outside agencies often require at least two cycles of a Graduated Approach from school age. One cycle of a Graduated Approach is often required for pupils in Nursery.

We work with a number of outside agencies including:

- **IAT** (Inclusion Advisory Team – covering Communication & Interaction/Autism, Cognition & Learning, Early Years, and SEMH)
- **Educational Psychology Team**
- **DAHIT** (Deaf and Hearing Impairment Team)
- **VIT** (Visual Impairment Team)
- **NHS Speech and Language Therapy Team**
- **Occupational Therapy Team**
- **ChatterBug** (Speech and Language Therapy Service)
- **2gether Cluster Service** (Family Support and Counselling Services)
- **North East Primary AIP** (Area Inclusion Partnership)

Stage 4: EHCP (An Educational Health and Care Plan)

It may be decided that a pupil on the SEND register requires additional High Needs funding, for which an application needs to be made to the Local Authority for an EHCP, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be spent on a pupil within any one financial year in order to meet his or

her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEND descriptors published as part of the local offer.

The information below is an outline of the purpose of an EHCP and the evidence required. The SEND Code of Practice 2015 Section 9.2:

'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:

1. Establish and record the views, interests and aspirations of the Parents and child or young person
2. Provide a full description of the child or young person's special educational needs and any health and social care needs
3. Establish outcomes across education, health and social care based on the child or young person's needs and aspirations
4. 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 bases their decision on the evidence provided that the child is not making expected progress despite intervention and pay particular attention to:

1. Evidence of the child or young person's academic attainment and rate of progress
2. Information about the nature, extent and context of the child or young person's SEND
3. 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
4. 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
5. 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.'

Our school adheres to all local arrangements and procedures when applying for an Education Health and Care Plan and ensures that all pre-requisites for the application have been met through ambitious and pro-active additional SEND support using our devolved budget at an earlier stage.

MANAGEMENT OF INCLUSION WITHIN OUR SCHOOL

The Headteacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Coordinator (SENDco). The SENDco is responsible for reporting regularly to the Headteacher and the governor with responsibility for SEND on the ongoing effectiveness of this inclusion policy. The SENDco in partnership with the pastoral team has strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups. The Designated Teacher for Children Looked After has strategic responsibility for the inclusion of children who are adopted or in local authority care.

The SEND Governor is responsible for:

- Raising awareness of SEND issues at governing body meetings
- Monitoring the quality and effectiveness of SEND provision within the school and update the governing body on this
- Working with the Headteacher and SENDco to demined the strategic development of the SEND policy and provision in the school.

The Headteacher is responsible for:

- Monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.
- Pupil progress meetings with the senior leadership team/individual teachers
- With the SENDco, regularly reviewing and evaluating the breadth and impact of the SEND support the school offers or can access, and co-operates with the LA in reviewing the provision that is available locally and in developing the local offer
- Work with the SENDco and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDco and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure that the SENDco has enough time to carry out their duties
- Has an overview of the needs of the current cohort of pupils on the SEND register
- The Headteacher and the governing body will delegate the day-to-day implementation of this policy to the Special Educational Needs Coordinator (SENDco).
- Discussions with pupils and parents

The SENDco is responsible for:

- Working with the headteacher and governors to determine the strategic development of the SEND policy and provision in the school
- Having day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHCP plans
- Providing professional guidance to colleagues and liaising and working with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- Advising on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils
- Advising on the use of the school's delegated budget and other resources to meet pupils' needs effectively
- Being a point of contact for external agencies, especially the local authority (LA) and its support services, and working with external agencies to ensure that appropriate provision is provided
- Liaising with potential next providers of education to make sure that pupils and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school: Make sure that all relevant information about a pupil's SEND needs and the provision for them are sent to the appropriate school in a timely manner.
- Working with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Making sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development

- Preparing and reviewing information for inclusion in the school's SEND information report and any updates to this policy

Class Teachers are responsible for:

- Planning and providing high-quality teaching that is adapted and /or differentiated to meet pupil need through a graduated approach
- The progress and development of every pupil in their class
- Identifying pupils with learning differences and working in collaboration with pupils, parents and the SENDco in meeting need.
- Identifying pupils who require additional support because of a special educational need and need to go on the school's SEND register.
- Working closely with support staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENDco to review each pupil's progress and development, and decide on any changes to provision
- Providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
- Ensuring there is adequate opportunity for pupils with special educational needs to be working on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies". (SEND Code of Practice 2015)

EXPERTISE OF STAFF AND OTHER PROFESSIONALS IN RELATION TO CHILDREN WITH SPECIAL EDUCATIONAL NEEDS:

Staff Expertise and Professional Development

Our SENDCo holds a post-graduate qualification in Special Educational Needs, and the school actively invests in building specialist capacity across our teaching team, with staff currently undertaking advanced SENDCo training. More broadly, all staff receive ongoing, targeted professional development to effectively support vulnerable learners and pupils with neurodivergent or learning differences, ensuring high-quality provision across the whole school.

SPECIALIST EQUIPMENT AND ACCESSIBILITY:

Specialist equipment and expertise in relation to its use will be purchased, hired, or commissioned by the school subject to standard service level agreements and quality assurance criteria. Where appropriate, the school collaborates with local cluster schools for joint purchasing or hire of specialist resources.

FUNDING AND RESOURCING FOR SEND SUPPORT:

When additional support or tailored intervention is required for a pupil with special educational needs, the school funds this from its devolved SEND budget up to the national threshold of £6,000 per annum per individual pupil. Where a pupil requires support, resources, or staffing beyond this threshold on an ongoing basis, an application will be made to the Local Authority for Top-Up Funding through an Education, Health and Care Plan (EHCP).

Inclusive Mainstream Fund (IMF)

The Inclusive Mainstream Fund is ring-fenced DfE grant funding allocated to mainstream primary schools to enhance universal provision, adaptive teaching, and early intervention. Received automatically from June 2026, this funding supports the school's commitment to inclusive practice. In line with statutory guidance, our planned use of the fund across the 7 DfE Inclusion Themes will be detailed in our Inclusion Strategy, to be published on the school website by 31 December 2026.

DfE's 7 Inclusion Themes:

1. Ambitious leadership and governance
2. Evidence-based support & early intervention
3. High-quality adaptive teaching for all
4. Accessible, enriching provision beyond the classroom
5. Safe, respectful culture fostering belonging
6. Strong partnerships with families and wider services
7. Inclusive environments and ongoing accessibility

PARTNERSHIP WITH PARENTS /CARERS

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents/ carers opportunities to play an active and valued role in their child's education, making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Leeds SEND Information Advice and Support Service (formerly Parent Partnership Service) on 0113 378 5020.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

ROUTINES AND TRANSITIONS:

We recognise that predictable routines and smooth transitions—both daily and year-to-year—are essential to reducing anxiety, supporting positive mental health (EBSA), and ensuring pupils feel safe and ready to learn.

Universal Support (All Learners): Routines are kept predictable across school, supported by interactive classroom visual timetables and half-termly timetables shared with families.

Targeted and Personalised Support: For pupils with higher-level needs, transition is enhanced through visual photo booklets, additional familiarisation visits, classroom regulation tools ('Plan B' boxes), and time-limited, structured entry routines ('soft landings').

Information Sharing and Handovers: Comprehensive staff handovers are conducted each summer, ensuring all pupil profiles, successful strategies, and SEND records are shared directly with new class teachers. When a child leaves Manor Wood or transitions to a new school or secondary setting, all relevant SEND documentation is transferred securely and in a timely manner to guarantee continuity of care and provision.

WIDER INCLUSIVE PRACTICES:

INCLUSION OF PUPILS WHO ARE VERY ABLE (high prior attainment) AND/OR TALENTED

In this section the term 'very able' refers to pupils who have a broad range of achievement at a very high level. Those children who are very able have very well-developed learning skills across the curriculum. The term 'talented' refers to pupils who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning.

- Physical talents: Sports, games skills, dexterity.
- Visual/performing abilities: Dance, movement, drama.
- Mechanical ingenuity: Construction, object assembly (and disassembly), systematic working solution.
- Outstanding leadership: Organiser, outstanding team leader, sound judgements.
- Social awareness: Sensitivity, empathy.
- Creativity: Artistic, musical, linguistic.

We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our very able and/or talented children.

For primary children (based on DfE's guidelines) we identify very able and talented children at key points which are the end of Early Years Foundation Stage and the end of KS1. The progress made by these children is monitored closely alongside other groups.

Identification

Before identifying any child as 'very able' in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair. Identification of pupils as 'very able' and/or 'talented' is a judgement which applies to the current class/school context and refers to the current level of performance only. This means that 'at this time this child is showing ability in a particular area'. Identification at our school does not necessarily mean that in another school or context the child would be identified.

A very able or talented pupil should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- Teacher nomination.
- Assessment results.

Each year the school will identify very able and/or talented children, this list will be reviewed annually. Provision for very able and/or talented children will be tracked on the school's data tracker and at termly pupil progress meetings.

Provision

Teachers have high expectations and plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:

- A common activity that allows the children to respond at their own level.
- An enrichment activity that broadens a child's learning in a particular skill or knowledge area.
- An individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment.
- The opportunity for children to progress through their work at their own rate of learning.

Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the more able and very able learner.

We offer a range of extra-curricular activities for our children. These activities offer very able and/or talented children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting, art and musical clubs. School based provision includes opportunities for performance, working with artists and authors, specialist teachers and partnership with schools.

INCLUSION OF PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

Definition

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside school and/or is exposed to an additional language within their community. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

Ethos

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have high expectations of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnerships with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

Admissions

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English, we endeavour to provide oral and written information and help in the first language which will facilitate the admission process and provide key information about our school. On admission, the pupil will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

Provision
Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve the acquisition of English.

The following provision can be expected:

- Initial assessment of EAL. A further assessment may be applicable where SEND is known or where further information needs to be gathered in the pupil's first language.
- Work in class will be adapted / differentiated for the pupils to reduce linguistic difficulties without significantly reducing academic challenge. Adapted / differentiated homework may be provided to enable the pupil to improve their use of English and participate in homework activities on an equal basis with their peers.
- Additional support for pupils may be given through: first language resources & translation facilities; teaching on a 1:1 or small group basis, peer support; pre-teaching of key concepts and vocabulary.
- Where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in learning. Where pupils are ahead of their peer group in learning, adaptation /differentiation will be made in order to access learning at an appropriate level.
- Progress of EAL pupils will be monitored. Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the class teacher and the SENDCO. Provision will be recorded and monitored for effectiveness in line with standard practice for all diverse learners in the school. The pupil will not be placed on the SEND register for reasons of EAL.

Parental Support
We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the school by, wherever possible, providing interpreting facilities at parents' evenings and other school meetings and by providing key school information in translated format.

INCLUSION OF PUPILS WHO ARE LOOKED AFTER IN THE CARE OF THE LOCAL AUTHORITY
Our school recognises that:

- Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- There are commonly understood reasons (Social Exclusion Unit Report :2003) why children who are looked after in local authority care often fail to make expected progress at school:
    - Placement instability
    - Unsatisfactory educational experiences of many carers
    - Too much time out of school
    - Insufficient help if they fall behind
    - Unmet needs - emotional, mental, physical
- There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. (The name of the current designated teacher at our school is given at the end of this inclusion policy). The responsibilities of our designated teacher include:

- Monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
- Ensuring that children who are 'looked after' have access to the appropriate network of support
- Checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
- Ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
- Preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
- Discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
- Liaising with the child's social worker to ensure that there is effective communication at all times
- Celebrating the child's successes and acknowledge the progress they are making.

Our school works closely with the county's The Virtual School (VS) for Children which promotes the educational needs of Children who are Looked After (CLA) and monitors admissions, PEP completion, attendance & exclusions.

ARRANGEMENTS MADE BY THE GOVERNING BODY REGARDING ADMISSIONS FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS OR COMPLAINTS

Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, disability, ethnicity or language need. Before a child with SEND is admitted to school, a meeting will take place to ensure adequate provision will be available in order to support additional needs, including those pupils with a physical disability. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision, including access to all areas of school and provision for personal care. *(see Admission policy for the school, as agreed with the Local Authority)*

Complaints

If there are any complaints relating to the provision for children with SEND or EAL these will be dealt with in the first instance by the class teacher and SENDco, then, if unresolved, by Headteacher. The governor with specific responsibility for SEND/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy).

The name and contact details of the SEND co-ordinators and Designated teachers for Looked After Children are:

- **Claire Ranshaw (SENDco)**
  FAO Claire Ranshaw - sendteam@manorwood.owlcotesmat.org
- **Kate Humphries (Designated teacher for Looked After Children)**
  FAO Kate Humphries - office@Manorwood.owlcotesmat.org

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.

- SEND Code of Practice 2015
- Ofsted Section 5 Inspection Framework January 2014
- Ofsted SEN Review 2010 "A Statement is not enough"
- Equality Act 2010
- Education Bill 2011
- Children and Families Act 2014

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

Chair of Governors – Mrs K Adams		
Signature:	Kim Adams	
Frequency of review:	Two Years	
To be reviewed and approved by:	MWPS LGB	
Date of next review:	October 2028	

Date of review	**Reason for review**	**Date of next review**
October 2024	Agreed schedule	October 2026

Name:	**Kim Adams**		Kim Adams

on behalf of MWPS Full Board

Date of review	**Reason for review**	**Date of next review**
October 2026	Agreed schedule	October 2028

Name:	**Kim Adams**		Kim Adams

on behalf of MWPS Full Board

Date of review	**Reason for review**	**Date of next review**

Name:		**Signature:**	

on behalf of MWPS Full Board