



Manor Field
PRIMARY SCHOOL
Respect Believe Achieve



SEND Policy

Manor Field Primary School

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At Manor Field School, everybody matters.

It is our aim for ALL pupils to become socially and emotionally intelligent, as well as academically, so that they can access all learning and life opportunities, now and in the future.

1. Aims

Our SEND Policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Ensure that all pupils have equal opportunities and access to a curriculum which meets their individual needs
- Actively seek to remove barriers to learning and participation that can hinder or exclude pupils with special educational needs.
- Ensure that responsibility for provision for pupils with SEND remains an integral part of the whole school provision
- Work in close partnership with parents, West Sussex Local Authority (LA) and other key agencies so that the needs and strengths of each pupil with SEND are fully understood and there is a collaborative and co-ordinated approach to planning and reviewing provision.
- Recognise that the prime responsibility for meeting the pupil's needs will lie with the class teacher, but that the process of identification, assessment and provision will require a whole-school co-ordinated approach, working closely together in partnership with parents, the child and in cooperation with outside agencies where appropriate.

We believe that all our children and young people are entitled to a high quality education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- Achieve their best
- Become confident individuals living fulfilling lives and
- Make a successful transition into adulthood, whether into employment, further education or training (SEND 0-25 Code of Practice, 2015, p92)

At Manor Field, we pride ourselves on being an inclusive school that supports every child in becoming successful learners, plus developing all the necessary skills and values to live a full, flexible and rewarding life.

2. Legislation and guidance

This Policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for Education, Health and Care (EHC) plans, SEN Coordinators (SENCOs) and the SEND information report.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is **additional to**, or **different from**, that made generally for other children or young people of the same age by mainstream schools.

The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- **Communication and Interaction**, for example, autistic spectrum condition, and/or speech and language difficulties
- **Cognition and Learning**, for example, moderate/profound/severe learning difficulties, dyslexia, dyspraxia
- **Social, Emotional and Mental Health difficulties**, for example, attention deficit hyperactivity disorder (ADHD)
- **Sensory and/or Physical needs**, for example, visual impairments, hearing impairments, sensory processing difficulties, cerebral palsy, epilepsy.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO at Manor Field is Dr Kirsty James.

The SENDCO will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school

- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND Governor

The SEND Governor is Mrs Eileen Sharpe

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school.

4.3 The Headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of EVERY pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and 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
- Ensuring they follow this SEND policy

5. Admission arrangements

Manor Field School is an inclusive school and will not discriminate or disadvantage pupils with a disability or SEN.

The Code of Practice requires a school to admit all pupils who have an EHC Plan where it has been requested by parents as their school preference and named by the Local Authority (LA).

The LA SEN Team must comply with this request and name the school in the EHC plan unless:

it would be unsuitable for the age, ability, aptitude or SEN of the child

or

the attendance and the inclusion of the child would be incompatible with the efficient education of others at the school or the efficient use of resources.

West Sussex SEN Team will work closely with the school so that any decisions on placement for a pupil with an EHC Plan reflect the individual circumstances of each child and the school. This will include guidance on making any reasonable adjustments and signposting to training and guidance available, including support from the West Sussex Special schools. The SENCO, in collaboration with parents and other key agencies, will ensure appropriate provision is in place to support pupils with SEN entering the school

6. Identification of Special Educational Needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate.

Before pupils join Foundation Stage at the age of 4 years, Manor Field will gather information from parents and pre-schools regarding any SEND. Parents will be able to meet with the SENDCO and the Foundation Stage staff, as well as staff from Manor Field making extra visits to pre-schools in order to observe children and talk to other professionals involved with the child.

When transitioning from another educational placement, the school and SENDCO will liaise with the previous school and any records will be transferred. Parents are able to visit and meet with the SENDCO to discuss provision.

Class teachers will then make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

This progress will be discussed with the Senior Leadership Team at Pupil Progress Meetings which are held three times a year.

Class teachers also have regular opportunities to discuss any concerns they have regarding a pupil's progress with the SENCO.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. The school will follow the SEND Graduated Approach Flowchart (Appendix 1)

7. Meeting the needs of pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN.

We will make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

When it is evident that a pupil requires higher levels of support that is available from everyday teaching we will offer **additional SEN Support**.

Parents will be notified and the child will be placed on the school's **SEN Register**.

Monitoring children who may need additional SEN support or who are on the SEN Register and receive additional support takes the form of a four part cycle: assess, plan, do and review. Decisions and actions are

revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

This is known as the graduated approach.

Each child identified as having SEN will have an Assess, Plan, Do, Review (APDR)

Sheet (Appendix One)



An outline of the child's current situation will be recorded and SMART targets will be identified. Provision will then be actioned in order to meet these targets.

Clear dates for reviewing progress are agreed and the parent, pupil and teaching staff will be clear about how they will help the pupil reach the expected outcomes. The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

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. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Where progress has been limited, further observations and assessments will be made and if not already involved and with the agreement of parents, the SENDCO may make referrals to specialist agencies.

The additional needs of a majority of pupils are able to be met by the interventions and resources within the school. However, where a pupil needs more comprehensive support the SENDCO in consultation with parents, carers and outside agencies, will make a request to the Local Authority for an Education, Health and Care Plan (EHCP).

8. Meeting the needs of pupils with medical conditions.

In compliance with revised statutory guidance, arrangements are in place to ensure that any pupil with a medical condition is able, as far as possible, to participate in all aspects of school life and achieve their academic potential.

These arrangements are set out in an Individual Health Care Plan (IHC). The IHC plans will detail the type and nature of support that will be available. The plans will also be:

- Produced through collaboration with parents, pupil as appropriate, and health professionals.
- Shared with all relevant staff
- Reviewed at least annually or sooner to reflect changing needs and support.

Where a pupil with a medical condition also has a disability or SEN, the IHC plan will be closely linked to provision to support accessibility and additional educational needs so that there is a coordinated approach. Some children may have an IHC alongside an APDR or EHCP.

Staff who have responsibility to support a pupil with medical needs, including the administration and supervision of medication, will receive appropriate, ongoing training and support so that they are competent and confident about their duties. This will be on an individualised basis, depending on the need of the child, following the advice of the attached medical agencies.

Full details on the arrangements to meet the needs of pupils with medical conditions are set out in the school's Policy for Supporting Pupils at School with Medical Conditions which can be found on the school's website.

Manor Field's school medical support is provided by the school office who can be reached via the school office number 01444 233 368 or office@manorfield.w-sussex.sch.uk

9. Transitions

There are well structured transition arrangements within and between phases and these are tailored to suit individual needs.

SEND children entering the Foundation Stage will be supported from their nursery setting by the Early Years Teaching and Support Service. Children are invited to visit the school whilst still in their nursery, to familiarise themselves with the adults in the environment. Home visits are an essential part in developing positive relationships between home and school.

Within school, children are moved from year group to year group following 'meet the teacher' sessions which are arranged for parents /carers. Transition booklets and additional visits with the teacher are also available.

The school liaises with each secondary school to plan a series of transition sessions, with additional provision for SEND/ additional needs / vulnerable pupils.

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

10. Funding and resources

The school receives additional funding from the Local Authority each year to facilitate the needs of pupils requiring additional SEN support. The value of this funding is based on a range of indicators relating to prior attainment of pupils entering the school and levels of deprivation.

The school leadership team, through consultation with the SENDCO and Governing Body, decide on how this funding will be deployed to meet the range and level of need for pupils with SEN across the whole school. This is a finite sum and is not adjusted through the year to take into account any changes in the cohort of pupils with SEND.

11. Training

There is an ongoing programme of training and support in place to ensure that teachers and support staff have the understanding and skills to differentiate and plan learning for the pupils with a range of SEND within everyday teaching.

Induction arrangements are in place for new staff and newly qualified teachers so that they are familiar with the schools' approach to supporting pupils with SEND.

The SENDCO attends West Sussex briefing sessions to keep abreast of local and national policy and initiatives to enhance SEN provision. Manor Field also invests in membership of the Meeds SEND Alliance which is a support service for locality schools and families. More details are available here <https://www.woodlandsmeed.co.uk/msa>

12. Monitoring arrangements

The school undergoes an active process of continual review and improvement of provision for all pupils, including pupils with SEND.

In evaluating the quality of the SEND provision, the school will take into account a range of evidence including looking at the level of achievement of pupils with SEND compared to standards achieved by this group nationally, case studies for groups and individual pupils, monitoring of interventions and views and feedback of parents and pupils. Pupil progress is shared with the Governing body.

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using APDRs to measure progress
- Holding annual reviews for pupils with EHCPs

13. Dealing with complaints

Any concerns about SEND provision in our school should be made in the first instance to the class teacher with further discussions with the SENDCO as required. If the issue has not been resolved then further discussion will be with the head teacher.

Where these attempts to resolve the issue are unsuccessful, parents will be encouraged to seek advice and support from the local parent SEN Information, advice and support service (SENDIAS). This is an independent and impartial service. Parents will also be encouraged to discuss concerns with other key professionals supporting their child.

If concerns are still unresolved, parents will be asked to make a formal complaint and directed to the School Complaints Procedures. This information can be found on the school website.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Where the parental complaint is directly related to decisions around an EHC assessment of needs or EHCP provision this will be managed directly by the West Sussex SEN team. Parents will be contacted directly to receive information about the mediation services available.

14. Disability access arrangements

In compliance with the duties set out in the Equalities Act 2010, the school has an accessibility plan which outlines the actions we will take over time to increase the accessibility of pupils with disabilities.

This includes action to:

- Increase participation in the curriculum
- Make improvements in the environment to enable pupils with disabilities to benefit from all school facilities and extracurricular opportunities
- Improve access to a range of information.

Our accessibility plan forms part of the Equality Information and Objectives Policy which can be found on the school website.

15. Links with Local and National services and organisations to support the implementation of this policy

This policy links to our policies on:

- Accessibility plan

- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

These can be found on the school website <https://www.manorfieldschool.org/Policies-1/>

Other services:

Agency or service	Who they work with	Contact details
Speech and Language Therapy Service (SALT)	Children or young people with a high level of speech and language difficulties.	01403 620445 lucyjay.ward@nhs.net
Autism and Social Communication Team (ASCT)	The ASCT provides support to schools and families of children or young people who have a diagnosis or show traits of Autism Spectrum Condition or social communication difficulties. They provide advice to schools and run training for schools and families. https://schools.westsussex.gov.uk/Services/6035	Tel: 0330 222 7125 E-mail: carina.reid@westsussex.gov.uk
Learning and Behaviour Team (LBAT)	The Learning and Behaviour Advisory team provide support to schools and families of children with learning and behaviour difficulties. https://schools.westsussex.gov.uk/Services/5926	Roshni Ibbitson Email: SchoolsABC@westsussex.gov.uk

School Nurse	<p>School nurses provide support to ensure that children and families can access information around preventative healthcare. They can also refer your child to a range of other services or support directly with growth, weight, eating and healthy lifestyles, sleep, dental and oral care, immunisations, developmental concerns, continence issues, emotional and mental wellbeing,</p> <p>https://www.sussexcommunity.nhs.uk/services/healthy-child-programme-hcp-health-visitors-and-school-nurses-0-19-service/528135</p>	<p>Email: sc-tr.centralschoolnursing@nhs.net Contact Number: 0300 303 1137</p>
Family Support Worker - dedicated schools team	<p>The link worker will meet regularly with schools and work to help families early and connect them with the right support at the right time through 'Team Around the Family' meetings, professionals' meetings, short intervention with children, young people and parent/carers and signposting and linking to other local partners providing support</p> <p>https://www.westsussex.gov.uk/social-care-and-health/social-care-and-health-information-for-professionals/children/early-help/early-help-services/</p>	<p>Lydia Shrimpton</p> <p>Mobile: 07734002845 E-mail: lydia.shrimpton@westsussex.gov.uk</p>
Occupational Therapy (OT)	<p>Children or young people with physical difficulties that require regular exercise and/or physiotherapy</p>	<p>SC-TR.ChildrensOTNorth@nhs.net 01444 419823</p>
Educational Psychology Service (EPS)	<p>Children or young people with more complex needs. An Educational Psychologist will always be involved with a child or young person who is referred for an Education, Health and Care Plan.</p>	<p>Rachel.Savage@westsussex.gov.uk Tel: 0330 222 8393</p>

<p>Child and Adolescent Mental Health Service (CAMHS)</p> <p>SPoA</p>	<p>Doctors and therapists who help children and young people with mental health issues.</p> <p>West Sussex Single Point of Access (SPoA) is a dedicated service which provides a simplified single route to access specialist emotional wellbeing and mental health support. The SPoA helps direct you to the right service. Professionals and parent carers can refer and individuals self-refer</p> <p>https://www.sussexcamhs.nhs.uk/our-services/service-finder/west-sussex-single-point-advice-spoa</p>	<p>www.sussexcamhs.nhs.uk Tel:0300 304 0021</p> <p>0300 304 0462</p>
<p>West Sussex Sensory Support Team</p>	<p>Children and their families, pre-schools and schools to support and promote the inclusion of children with physical and sensory impairments in a range of settings.</p>	<p>Tel: 01903 270 430 Email: Sensory.support@westsussex.gov.uk</p>

Appendix One: APDR template

APDR Example.pdf



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Assess, Plan, Do, Review Sheet

Name of Pupil:	DOB:	Year Group:	Date of plan:
Member of staff completing:	SENDCO: Dr James	School: Manor Field Primary School	

	<p><u>Pupil Views</u></p> <p>What's important to me?</p> <ul style="list-style-type: none"> • <p>What are my strengths?</p> <ul style="list-style-type: none"> • <p>Difficulties I have are....</p> <ul style="list-style-type: none"> • 	<p><u>Parent/carer views</u></p> <p>What's important to my child? (wants)</p> <ul style="list-style-type: none"> • <p>What's important for my child? (needs)</p> <ul style="list-style-type: none"> •
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<div style="text-align: center; border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Assess What is the current situation? </div> <div style="border: 1px solid black; height: 200px; margin-bottom: 10px;"> <ul style="list-style-type: none"> • </div>	<div style="text-align: center; border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Outcomes What do you want to achieve? </div> <div style="margin-bottom: 10px;"> <p>1.</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 5px;"> 1 2 3 4 5 6 7 8 9 10 </div> </div> <div style="margin-bottom: 10px;"> <p>2.</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 5px;"> 1 2 3 4 5 6 7 8 9 10 </div> </div> <div> <p>3.</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 5px;"> 1 2 3 4 5 6 7 8 9 10 </div> </div>
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REVIEW Review outcomes	Do Identify actions/next steps
1. 1 2 3 4 5 6 7 8 9 10	1. <input type="checkbox"/>
2. 1 2 3 4 5 6 7 8 9 10	2. <input type="checkbox"/>
3. 1 2 3 4 5 6 7 8 9 10	3. <input type="checkbox"/>

Target Monitoring and Evaluation (TME): TME is a means of tracking pupil progress in relation to a series of short-term, measurable outcomes. At the initial planning phase, for each target two scores from 1 to 10 are applied (where 10 is the maximum) relating to: *Current* – where the child is now; and *Expected* – the level of attainment expected by the review date. All targets are then reviewed and an "Outcome" rating applied on the same scale (1-10).