



Aiming for Excellence

Special Educational Needs Policy – January 2026 Edition

Review Frequency	Annually
Reviewed by	SLT
Latest version	January 2026
Approved by	Governing Board
Next review due	January 2027

Glossary of Abbreviations:

Abbreviation	Meaning
DfE	Department for Education
EAL	English as an Additional Language
EHAP	Early Help Assessment and Plan
EHCP	Education, Health and Care Plan
IEP	Individual Education Plan
LA	Local Authority
LAC	Looked After Child
PLAC	Previously Looked After Child
PP	Pupil Premium
SEN	Special Educational Need
SEND	Special Educational Needs and Disabilities
SENDCo	Special Educational Needs and Disabilities Co-ordinator
SLT	Senior Leadership Team

How does this policy comply with National Regulations?

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2025) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for school DfE May 2014
- SEND Code of Practice 0-25 (January 2015)
- Statutory Guidance on supporting pupils with medical conditions (December 2015)
- Teachers Standards 2021
- The Manorbrook Primary School Policies for Safeguarding, Accessibility and Equalities, Diversity and British Values

Rationale

At Manorbrook Primary School we strive to ensure all pupils receive a broad, balanced and relevant education which is differentiated according to their individual needs and includes them fully in the school community, enabling them to reach their full potential.

Aims:

- i. To identify and provide for pupils who have special educational needs, additional health needs and/or disabilities.
- ii. To work within the guidance in SEND Code of Practice 2015.
- iii. To provide a Special Educational Needs and Disabilities Co-ordinator who will work within the SEND, Disability and Equalities Policies.
- iv. To provide support and advice for all staff.
- v. To ensure that all staff apply the policy in every aspect of their work, especially in classroom practice.
- vi. To acknowledge a parent's unique and distinctive knowledge of their child and to involve them in the planning of provision.
- vii. To make efficient use of resources available to the school in meeting the children's needs.

- viii. To collect information on the implementation of the policy to enable Governors to report accurately on its success.

This policy was reviewed by the Special Educational Needs and Disability Co-ordinator (SENDCo) in consultation with the SLT and School Governors in January 2026.

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Definitions of Special Educational Needs in school:

The SEN Code of Practice defines a child as having a **Special Educational Need** if they have a learning difficulty or disability which calls for special educational provision to be made.

Learning Difficulty can be defined as having a significantly greater difficulty in learning than most children of the same age.

A **disability** prevents or hinders the child from accessing learning/ learning facilities provided for children of the same age.

The Code of Practice defines four broad areas of need:

Communication and Interaction: children with speech, language and communication needs who have difficulty in communicating with others; children with Autistic Spectrum Disorder are likely to have difficulties with social interaction.

Cognition and Learning: children who learn at a slower pace than their peers, even with appropriate differentiation; children with dyslexia, dysgraphia and dyscalculia are considered to have Cognition and Learning needs.

Social, Emotional and Mental Health difficulties: children who experience social and emotional difficulties or disorders such as attention deficit disorder or attachment disorder (this includes children who suffer from significant anxiety).

Sensory and/or physical needs: children with a disability who require specialist support or equipment to access their learning (e.g. visual or hearing impairment; multi-sensory impairment; physical disability; developmental co-ordination disorder).

Other factors may impact on progress and attainment, but these may not constitute SEN: English as an Additional Language (EAL), being a Looked-After Child (LAC), or being in receipt of Pupil Premium (PP) for example.

Guidelines

1. Identification and assessment of individual needs

Early identification of SEND is essential. This is achieved through a variety of means, including the following: Information from Early Years education providers; assessment data in all classes from Reception to Year 6; diagnostic reading, spelling and maths tests; parental input; assessments from outside agencies, e.g. hearing/vision tests or speech and language assessments. Once a need is identified, further and more specialised testing may be carried out by school staff or outside agencies.

2. Procedures

Provision follows the Graduated Approach model:

Universal Provision:

High quality classroom teaching and pastoral care for all children.

Targeted Provision:

For children who are not making expected progress through Universal Provision in the form of differentiated learning, additional support or intervention and/or other reasonable adjustments and adaptations.

Specialised Provision:

For children who have experienced Universal and Targeted Provision but are not reaching their full potential and need further specialised assessment or provision. Children who require such provision will be recorded on the SEND register and monitored by the SENDCo.

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Monitoring

The progress of all children is monitored by the class teacher and subject leaders. When concerns have been raised about the child's attainment, progress and/or health, the class teacher will measure the impact of intervention through termly cycles of Assess, Plan, Do, Review. After a reasonable period of intervention and regular consultation between school, child and parents it may then be decided to place the child on the SEND register.

SEND Support

Once the decision has been made to place a child on the SEND register the child will have an Individual Education Plan (IEP) which will be reviewed at least three times per year, with a record kept in the child's SEND file. Targets will be set by the class teacher in consultation with the parents to support progress. The child will be included in this process and the child's viewpoint will always be recorded. Some children will need

further support and assessment from outside agencies and the SENDCo, with the permission of parents, will co-ordinate this. Children whose needs are complex or where intervention is having little impact may be eligible for an Education, Health and Care Plan.

Education, Health and Care Plan (EHCP)

Some children may have an EHC plan which brings together health, social care and educational provision into one document. It describes the needs of the child and the support that school is expected to provide. This is a legal document that is reviewed annually with the Local Authority and outside professionals.

Please refer to the school's SEND Report and the South Gloucestershire Local Offer for further information. Both can be found on the school website under Key Information/SEND.

3. Parental and pupil involvement:

The SEND Code of Practice (2015) emphasises the importance of involving the child and parents in the provision for SEND. At Manorbrook we will provide opportunities for parents to work with school staff to meet the needs of their children.

4. Managing pupils' needs on the SEND register

Teachers review the provision for each child on the SEND register at least three times per year. Pupil and parent views are collated as part of this review and new targets set. These targets will be for learning that is 'additional to or different from' those of their peers.

Where pupils are not making progress, evidence will be gathered by the class teacher and SENDCo and where appropriate a referral will be made to outside agencies, e.g. Occupational Therapy. This may involve a single service or if more complex needs are identified, the Early Help Assessment and Plan (EHAP) process may be used. Permission must be sought from the parents to share information about their child with outside agencies.

Criteria for exiting the SEND register

If/when a child no longer has needs that are 'additional to and different from' the rest of the class then their removal from the SEND register will be considered carefully, in consultation with parents and the SENDCo. If a child is removed from the SEND register, staff will continue to monitor their progress carefully.

Further support for pupils with SEND at Manorbrook

In addition to the provision described above:

- At Manorbrook opportunities are provided for parents to discuss parenting issues and gain support for home learning through teacher-led workshops and the school's Family Link Worker.
- Parents' evenings are a formal way for parents and teachers to discuss a child's progress; however, parents can make appointments to see teachers throughout the year.

- Local meetings and contact details for SEND and You, the local SENDIASS, are communicated to parents via the school website along with other agencies/ charities that provide support and guidance.
- Transition from class to class and across the key stages is considered and supported carefully depending on the child's individual needs.

5. Supporting Pupils with Medical Needs

The school recognises that pupils with medical needs should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical needs may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Where children have an Education, Health and Care Plan (EHCP), all the child's needs will be reviewed every 12 months by parents and all professionals involved. This information will be brought together by the SENDCo at the Annual Review meeting. If a child's needs change significantly within the year, an early review can be arranged.

6. Monitoring and Evaluation of SEND

The SENDCo, in conjunction with the SLT, is responsible for the monitoring and evaluation of provision for pupils with special educational needs and disabilities.

The SENDCo will:

- Make observations of children in whole class, one-to-one, or group intervention situations.
- Conduct work sampling and advise teachers on suitable in-class provision.
- Observe and appraise the Teaching Assistants working with SEND pupils to ensure a high standard of provision.
- Collate pupil, parent and teacher views regarding SEND provision across the school.
- Update the SEND Governor at regular intervals regarding progress data, SEND numbers, successes and needs of the school.
- Provide opportunities for teachers and teaching assistants to meet with the SENDCo to discuss teaching strategies and the needs of pupils.

7. Training and Resources

Funding:

Children who have been placed on the SEN register at School Support level may receive additional, individual resources and/or receive individual and/or small group support from teaching and/or support staff. This will be paid for out of the school's SEN budget. Where a child's needs have been recognised as significant and complex in an Education Health and Care plan additional funding may be provided from the Local Authority to support provisions listed in the EHCP.

It is the responsibility of the SENDCo and Head Teacher to ensure that the funding is allocated appropriately in the form of teachers, teaching assistants, resources and training.

Training:

The training needs of teachers and teaching assistants are identified through the school's self-evaluation, and through appraisal by the Head Teacher (for teachers) and the SENDCo (for teaching assistants), alongside reviewing skills audits. The SENDCo will liaise with the school SLT to prioritise and allocate SEND training, advise and train staff in the teaching of pupils with SEND and/or organise for outside professionals to provide suitable training. The SENDCo will also link with other professionals in the LA through SEND Cluster meetings and local support services to remain up to date with national and local SEND policy.

8. Roles and Responsibilities – please also see SEND Report

- The **Head Teacher** is responsible for SEND across the school, allocating funds and working with the SENDCo at all stages from parent liaison to working with the Local Authority. The Head Teacher also has overall responsibility for managing the school's legal obligation to meet the medical needs of pupils. He is supported by the SENDCo and administrators in the day-to-day management of this and by class teachers and teaching assistants in the day-to-day implementation of medical advice in accordance with a child's Health Care Plan.
The Head Teacher delegates responsibilities for SEND to the **SENDCo** but retains responsibility for ensuring the SEND Code of Practice is followed.
- **The SEND Governor's** role is to guide and oversee the implementation of the SEND Code of Practice, SEND policy and ensure that the school is fulfilling its statutory duties. The SEND governor will liaise with the SENDCo and inform the Governing Body of its statutory duties and work with the Head Teacher to ensure that appropriate funding and staffing are provided to meet the needs of the children.
- **Class Teachers** are responsible for planning, teaching and assessing pupils with SEND in their class. This is done with the support of the SENDCo as required.
- **Teaching Assistants** support and guide pupils with SEND under the direction of the class teacher with a view to making them as independent as possible in achieving their potential. This is directed daily by the class teacher and managed by the SENDCo.
- **Curriculum Leaders** will work with the SENDCo to ensure that the needs of pupils with SEND are met across the school in all subjects.
- The Head Teacher is the **Safeguarding Lead** and the Deputy Head Teachers and SENDCo are the Deputy Safeguarding Leads (see also Safeguarding Policy).
- The Head Teacher is responsible for appointing a **Pupil Premium Champion**, who will promote and manage provision for the PP and LAC/PLAC pupils, supported by the Head Teacher, SENDCo and teaching staff.

9. Storing and Managing Information – please see the Data Protection Policy

10. Policy Review – This policy will be reviewed annually by the SENDCo.

11. Accessibility

Each subject leader has a responsibility to ensure that the learning and resources for their subject are accessible to all pupils. PP/LAC/SEND budgets ensure that children from all backgrounds, irrespective of ability, can access a broad range of opportunities including after-school clubs and educational visits (see Educational Visits Policy).

12. Complaints

Should you have any complaints related to matters of SEND, please refer to our Complaints Policy for guidance.