



SEND / LEARNING SUPPORT POLICY

Date policy reviewed:	7 November 2018
Date of next review:	7 November 2020
Persons responsible for review	SLT & Learning Support

1 COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 2014 (SEND Code 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 2014 (SEND Code 2015)
- *ISI Regulations (Part 1 – Section on ‘Special Educational Needs’ and para E58-E59)*

Providers who are funded by the local authority to deliver early education places are obliged to have regard to the SEND Code 2015.

The following requirements have been included within the policy:

- *The setting should plan for the four areas of need: communication and interaction, cognition and learning, social emotional and mental health, sensory and/or physical needs.*
- *They should have a clear approach to identifying and responding to SEN*
- *In addition to the two specific points in the EYFS for formal assessment, there should be monitoring and review of progress throughout the early years.*
- *Where a child appears to be behind expected levels, a methodology is outlined in the SEND Code 2015 for gathering information and seeking ‘Early Help’ (Ref Working Together), if appropriate. The cycle of action: assess/plan/do/review, should be used to create a graduated response to needs.*
- *Guidelines are given for seeking external help of specialists or requesting an EHC assessment.*
- *Decisions to involve external specialists should be taken in discussion with parents and parents should be informed if their child is receiving SEN support.*

The policy was created by the Prep and Pre-Prep/EYFS SENCOs, Learning Support Manager, LS/SEND Governor, Headmaster in liaison with the SLT and all staff. This policy is co-produced with due regard to the SEND Code of Practice 0-25 2014 (SEND Code 2015).

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SENCO (EYFS/Yrs 1/2):	Sue Lucas, BA (Hons), PGCE, Dip SpLD
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2 INTRODUCTION

The Manor Preparatory School is committed to providing an inclusive curriculum and appropriate high quality education to all our pupils. The curriculum provided is broad and balanced. The school is non-selective, and committed to a policy of inclusion: one in which the teaching, learning, achievements, attitudes and well-being of all children, including those with special educational needs are paramount.

This SEND/LS (Special Educational Needs and Disabilities/Learning Support) policy is an integral part of the school's curriculum policy and is relevant to all aspects of the school development plan. It describes the way we meet the needs of children who experience barriers to their learning development, and the needs of those children who may need '**additional to or different from**' help that is provided for other children of the same age.

In order for the curriculum to be accessible to all children, teachers work closely with the SEND/LS department.

The school is required to ensure that The Equality Act 2010, the SEND Code 2015 and the Children and Families Act 2014, are implemented effectively across the School.

Every teacher is a teacher of every child or young person including those with SEN. (SEN Code of Practice 2015)

3 AIMS AND OBJECTIVES (LS/SEND)

The school strives towards these objectives, in line with the SEND Code 2015:

- enable all children to have full access to all elements of a broad, balanced and relevant education and extra-curricular activities
- educate pupils with SEND alongside their peers within the normal curriculum
- provide quality first teaching that is differentiated, inclusive and personalised appropriately so that barriers to learning can be removed and pupils can reach their full potential, experience success and enhance their self-esteem in an environment which accepts and values them as individuals
- offer educational provision that is additional and different where needed, either classroom based or through individual or small group tuition, deploying staff and resources flexibly to meet identified needs
- ensure that each child receives an equal opportunity (see Equal Opportunities Policy)
- have high ambitions and set stretching targets, tracking and reviewing children's progress towards these goals
- ensure that pupils and their parents have a voice in this process and are involved in decision-making regarding the pupil's education, including target setting and reviewing



- monitor the pupils' needs and review progress using best practice and evidence-based material, provided by classroom teachers and the SEND/Learning Support department
- ensure early identification of needs and early intervention to support them
- promote positive outcomes in the wider areas of personal and social development
- make clear the expectations of all partners in the process – SENCO, staff, parents and pupils: the continued progress of pupils with SEND is the responsibility of all staff
- where appropriate, work in close liaison with the local authority, to improve outcomes for children with SEN or disabilities, and develop EHC (Education, Health and Care) plans for pupils where necessary (SEND Code 2014)
- ensure that all staff have access to training and advice to support quality first teaching and learning for all pupils
- work closely with the Governing body to enable them to fulfil their monitoring role with regard to the Policy Statement for LS/SEND

4 DEFINITION OF SPECIAL EDUCATIONAL NEEDS

The Special Educational Needs and Disabilities (SEND) Code of Practice: 0-25 years 2014 (SEND Code 2015) stated the following definition of Special Educational Needs:

'Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:-

- *Have a significantly greater difficulty in learning than the majority of others of the same age, and/or*
- *Have 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 mainstream post-16 institutions.*

A child under compulsory school age has SEN if they fall within the definition above or would do so if the special education provision was not made for them. (Section 20: Children and Families Act 2014)

5 DEFINITION OF SPECIAL EDUCATIONAL PROVISION & DISABILITY

Special Educational Provision

For children of two or over, educational provision which is **additional to**, or otherwise **different from**, the educational provision made generally for children of the same age in schools maintained by the LEA other than special schools in the area.

Disability

A disability under the Equality Act 2010 is a 'physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-day activities'. This includes sensory impairments, such as those affecting speech, sight or hearing; developmental, such as autism spectrum disorders (ASD);



dyslexia, dyspraxia and dyscalculia; memory; ADHD, mental health conditions; asthma; diabetes, epilepsy, cancer.

The Equality Act 2014 states that it is unlawful for responsible bodies to treat a disabled person less favourably than a non-disabled person for a reason that relates to the person's disability.

Reasonable adjustments could include:

- Changes to policy and practices
- Changes to course requirements
- Changes to the physical features of a building
- Delivery of courses in alternative ways
- Provision of material in other formats
- Provision of auxiliary aids and services

There is a significant overlap between children with SEN and those with disabilities. Where a disabled child requires special educational provision they will also be covered by the SEN definition.

6 FOUR AREAS OF LEARNING

The single SEND Category refers to those children who require specialist provision that is 'additional to and different from' their peers (SEND Code 2015), across four broad areas. Children may have needs that cut across all these areas and their needs may change over time.

The four areas are:

Communication and interaction

This includes:

- SLCN (Speech, Language and Communication needs)
- Children with Autistic Spectrum Disorder (ASD) are likely to have difficulties with social interaction and may have difficulties with speech, language or social communication

Cognition and learning

This includes:

- pace of learning, where children learn at a slower pace than their peers, even with appropriate differentiation;
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple learning difficulties - where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment



- Specific Learning Difficulties (SpLD) affecting one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties

They may include:

- Wide range of difficulties that manifest themselves in many ways ie becoming isolated, withdrawn, displaying challenging, disruptive behaviour. They may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained
- ADD (Attention Deficit Disorder)
- ADHD (Attention Deficit Hyperactive Disorder)
- Attachment Disorder

Sensory and/or Physical Needs

These may include:

- Vision Impairment
- Hearing Impairment
- Multi-sensory Impairment
- Physical Disability

7 LEARNING DIFFICULTIES CATEGORISED AS ADDITIONAL NEEDS

The following are not SEN but may impact upon progress and attainment. These needs may be 'additional needs' as distinct from SEN. These needs may be supported under the Learning Support Umbrella.

- **Disability** (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- **English as an additional language:**
Children must not be regarded as having SEN or a learning difficulty solely because the language of their home is different from the language in which they will be taught. In Early Years it is particularly important to look carefully at all aspects of a child’s learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEN or disability
(Please see The Manor Preparatory School’s EAL Policy)
- **Attendance and Punctuality**
- **Health and Welfare**
- **Being in receipt of Pupil Premium Grant**
- **Being a Looked After Child**
- **Being a child of Serviceman/woman**



- **Challenging Behaviour:** (A child or young person's behaviour is seen as an underlying response to a need)

Additional Needs are not identified as a Special Educational Need but are a need none the less that is creating a barrier to learning. These needs will fall under the Learning Support Umbrella

8 IDENTIFICATION, ASSESSMENT AND REVIEW OF PUPILS' NEEDS

Admissions

As a non-selective school, The Manor Preparatory School welcomes children of all abilities who wish to make the most of the opportunities offered. Treating every child as an individual is important to us and we welcome pupils with learning difficulties and disabilities, providing that we can give them the support they require. We do not have the facilities or personnel to provide highly specialised and intensive treatments. *(Please refer to The Manor's Admissions Policy and Disability Policy)*

Prior to entry to The Manor, parents are asked to send the school report and reports from professionals, if appropriate (eg Educational Psychologists' reports, Speech and Language assessments etc.) All primary and Pre-Prep schools are asked to fill in a confidential questionnaire about the pupil (e.g. achievements in literacy and maths skills, ability in the classroom, any learning or behavioural difficulties identified, etc.)

9 ADMISSIONS

Pre-Nursery /Nursery

Children are admitted to Nursery without assessment but are invited to a visit session.

Reception

If children join the school at Reception level they are invited to attend a 'stay and play' session when a very informal assessment is carried out either by the class teacher, Head of Early Years or Pre-Prep SENCO.

Years 1 and 2

Children planning to join the school in Pre-Prep are invited to join one of the year group classes when an informal assessment, to ensure that they are within the established class's ability range, will be carried out either by the Class Teacher or **SENCO**.

Prep Years 3 to 6

Children planning to join the school are invited to spend a day at the school. During the morning, the Learning Support Department will assess the child on Reading, Writing, Spelling, Numeracy and Social Skills giving the opportunity to identify pupils who may require learning support.

For every assessment the Learning Support Department completes an assessment form which is passed to the Headmaster with recommendations.

10 DIFFERENTIATION

It is the aim of The Manor to identify a pupil's special needs early. However, not all children making slow progress have special educational needs. The first step in responding to pupils who have or may have SEN is high quality teaching, differentiated for individual pupils. Slow progress needs to be addressed by careful differentiation and robust monitoring. Appropriate intervention prevents the difficulties becoming more complex and addresses low self-esteem. The Learning Support team advise on teaching strategies that can be utilised for the children to this effect. This differentiation allows most pupils to achieve their potential without additional support. Furthermore, in line with the recommendations of the SEND Code 2015, we adopt a 'whole school' approach to Specific Learning Difficulties (SpLD).

The school has a system whereby any member of staff can raise a concern/issue with the class teacher, SENCO or Head, about a child with a potential SEN or barrier to learning. The class teacher fills out a Record of Intervention Form. This displays the type of difficulty and the differentiation that has been tried. (Appendix 1)

Early Years Foundation Stage (EYFS)

In the EYFS children are monitored carefully according to the principles of the EYFS:

- Every child is a unique child, who is constantly learning and can be resilient, confident and self-assured
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments
- Children develop and learn in different ways and at different rates.

Staff meet every week to discuss the needs of all children. If staff have particular concerns about a child's development they discuss these with the Head of Early Years and the Early Years SENCO using the OCCSEN guidance 'Identifying and Supporting SEN-Oxfordshire Schools and Settings'.

In Pre-Nursery, staff can use the 2-year-old check to identify a particular need. If appropriate, in consultation with parents, outside agencies may be contacted. These agencies may include Speech and Language, Occupational Therapy or the Early Years Special Educational Needs Inclusion Team.

Staff meet every two weeks to discuss the needs of all children.

Pre-Prep (Years 1 and 2)

Staff meet weekly to discuss any particular learning support or SEN needs. If a class teacher has a concern, they will consider their observations, scores in internal assessments, results in The Manor phonics assessment and standardised assessments such as the PIRA reading assessment. Standardised assessment data is held on the 'M' drive in individual folders. National Curriculum level data is held on Target Tracker. Discussions with the EYFS/Yrs 1-2 SENCO may lead to an individual Learning support assessment. This assessment will take place in the Learning Support department and could include a COPs and will be taken by the Pre-Prep SENCO.

Prep (Years 3 – 6)

Staff meet weekly to discuss any SEN or learning support concerns. A member of the SEN/Learning support team attends this meeting.

In identifying a child as needing support, the class teacher, working with the SENCO, will carry out an analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, reference to the whole school's target tracking and analysis of data, as well as information from the school's core approach to pupil progress, attainment, and behaviour. The analysis will also draw on other subject teachers' assessments where relevant, the pupil's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views, and if relevant, advice from external support services.

If it is felt appropriate, the SENCO will carry out a variety of standardised assessments covering areas such as processing, working memory, literacy skills. These assessments are collated in a Learning Support/SEND portfolio. The findings are set alongside the other information previously gathered.

In the Autumn Term, all children in Year 3 are screened for Dyslexia and Dyscalculic tendencies. If there are any children that are raised through these screeners, the Class Teacher and SENCo will closely monitor their progress. If appropriate, the SENCo will carry out a full Learning Support assessment using individual standardised tests.

Parents will have been involved throughout the identification process but a formal meeting will be put in place for the discussion of any assessment findings. If appropriate, the teacher and the SENCO agree, in consultation with parents and the pupil, the support to be put in place and a date for review.

The following recommendations may be made for a child experiencing lack of progress in addition to appropriate differentiation:

- Monitoring by the subject/class teacher and by the Learning Support Team who will place the child on the learning support register
- POD sessions (small group intervention)
- Learning Support Screening / Assessment
- Individual lessons
- Formal assessment by an outside specialist Educational Psychologist / Occupational Therapist

All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, and support provided and any teaching strategies or approaches that are required. This is put in the Learning Support Team Drive (All Staff) on G-Suite and placed on PASS. A copy is sent to the parents.

All teachers are fully committed to learning support and SEND and to developing their knowledge of SEND issues and to use and share best practice. It is the responsibility of all teachers to ensure that they are fully aware of the School's procedures for identification.



11 THE LEARNING SUPPORT REGISTER

The following table outlines the different levels of Learning Support

	Monitoring <i>Pupils will have their work differentiated in class and there will be continuous review of their progress</i>	Level 1 <i>LS (Long term support. No learning areas below average. Learning Support lessons)</i>	Level 2 <i>Learning profile with specific areas below 85 standardised score – may/may not have individual lessons</i>	Level 3 <i>External diagnosis of a specific learning/sensory/emotional difference – Learning Support lessons</i>
Assessment and Planning	In class teacher assessment and screening tests.	Teacher assessments, screening tests. In-school whole class assessments	In-school individual assessments	External assessments by Ed Psych or other
Grouping for Teaching Purposes	Grouping strategies used within classroom	Small groups used for out of class activities – according to specific need. EG spelling, maths, reading etc	Individual tuition to support ISP targets	In addition to individual tuition to support ISP, programme drawn up by external therapist
Human Resources	Class teacher and teaching assistant with advice from LS as necessary	Learning Support Department	Learning Support Department	Learning Support staff in liaison with external therapist
Curriculum and Teaching Methods	Differentiation in lesson and in the methods that are used.	Individual programme devised and delivered to support specific targets.	Individual programme devised and delivered to support specific targets.	

12 PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Where a pupil is identified as requiring learning support, the school takes action to remove barriers to learning and/or put effective special educational provision in place. This support takes the form of a four-part cycle of 'assess, plan, do, review', known as the graduated approach. (SEND Code of Practice 0-25 years 2014 (SEND Code 2015 - Appendix 2).



- Assess:** the class/specialist teacher and SENCO should clearly analyse a pupil's needs before identifying a child as needing SEN support
- Plan:** parents must be notified wherever it is decided that a pupil is to be provided with SEN support
- Do:** the class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or 1-1 teaching away from the main teacher, he/she still retains responsibility for that pupil's learning
- Review:** the effectiveness of the support should be reviewed in line with the agreed date.

The graduated response draws on frequent reviews and may involve specialist expertise in successive cycles in order to match interventions to the needs of the pupil concerned. The way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

After discussion with parents, child, teachers and SEN/LS department and after full analysis of the needs the child is placed on the SEN register. The register is maintained by the Learning Support Manager.

Children may move from the LS register on to the SEN register.

13 THE SEND REGISTER

If a child is formally identified as having SEN or SEND by an external agency, with the agreement of parents/carers, they are placed on the SEN register. If they are either not making expected progress or achieving at a considerably lower level than the national expectations for their age, a decision may be made to request formal assessment for an EHC Plan (Educational Health Care Plan). An application can only be made following two full cycles of Assess, Plan, Do, Review (mentioned earlier) covering at least two terms.

On gathering all relevant advice about a pupil's progress the SEN team may issue an EHC plan outlining outcomes to be met and additional provision to be provided.

Criteria for Exiting the SEN/LS Registers

It is possible for children to move between the SEN register and the LS register. If children are able to work independently and have made significant progress that means they can work at a level comparable to their peers, then they may exit the register. If the child had been at Level 3 on the LS register they would remain on the monitoring list.

Pupil information/records

The Learning Support/SEN Department keep all relevant information and details about identified SEN pupils, contact and meetings with parents and staff in the individual pupil's file held in a locked filing cabinet in Learning Support and in the

individual pupil's file on the Learning Support computer system. Digital pupil files can be accessed by staff on G-Suite. Copies of all details are routinely forwarded to relevant staff in a secure manner. SEN Pupil data is routinely updated on PASS/3sys.

The Learning Support Manager maintains records of LS/SEN pupils.

14 ISP

An ISP is drawn up in consultation with parents/carers/teachers and the pupil. Occasional advice may be sought from external agencies to inform effective intervention. The format in use allows for close monitoring of progress towards short-term outcomes, agreed with pupil and parents/carers, which may include social as well as educational services. Where possible the targets in the focus area will be specific, measurable, achievable, relevant and time limited (SMART). At this stage, an SEN may be identified.

An ISP, LS Assessment, Pupil Profile or Pupil Passport are used to plan the intervention for pupils who are having support from the SEN/LS Department.

The Pupil Profile, Pupil Passport and ISP include the following information:

- The nature of the pupil's learning difficulty
- Specific agreed outcomes
- Steps/targets to take to journey towards the agreed outcomes
- The materials and resources to be used
- The staff involved and the frequency of individual support
- The review date
- Recommendations for the classroom including strategies and approaches
- Suggestions for home support
- The success criteria
- The child's views are sought and recorded

In EYFS, children on the SEN register will have a Pupil Passport that includes the above. This passport will be reviewed at least twice a term. All ISPs in Years 1-6 will be reviewed at least twice a year.

The ISP is part of the Assess, Plan, Do, Review structure.

External Support

In individual situations, external agencies are contacted for assessment and advice. These agencies include:

- Educational Psychologists
- Occupational Therapy Services
- Speech and Language Services
- Visual Impairment Services
- Hearing Impairment Services
- Children and Adolescent Mental Health Service (CAMHS)

- Specialist Inclusion Services (eg. EYSENIT Team – (Early Years Special Educational Needs Inclusion Team))

Where the advice of an external agency is sought, the SEN/LS department will disseminate the relevant information to the teaching staff by sending out a summary and recommendations. This information is placed on the 'M' drive and on PASS. The information will also be added on to the pupil's profile which is given to all staff.

Statutory Assessment

Schools can request a statutory assessment from the LEA in accordance with the Code of Practice (2015). The school will provide the evidence that is required.

Where the evidence presented to the LEA suggests that the child's learning difficulties have not responded to the relevant and purposeful measures taken by the school and external specialists, they may call for special educational provision to be put in place through an Education, Health and Care Plan.

The EHC Plan will be reviewed annually, and the provision specified in the EHC Plan will be made. The SENCO will regularly review the effectiveness of the provision made. The school will co-operate with the LA in the review process. (ISI Regulations 34-36)

15 REVIEW MEETINGS

ISPs are formally reviewed twice yearly, in February and October. Parents are involved in the planning and the review. In EYFS and Pre-Prep, the ISP may be written and reviewed more frequently.

Parents/Carers and pupils (if appropriate) are invited to attend as well as the class teacher and Teaching Assistant, if involved. Representatives from external agencies may also be invited, if appropriate. If a decision is made at the meeting to draw up a new ISP/Additional Need the SENCO will file a copy centrally and send a copy to parents/carers and any external agency that is involved.

For pupils with an EHC Plan, reviews may be more frequent depending upon need. An Annual Review is also held to review progress towards objectives/outcomes outlined in the EHC. A copy of the review is sent to all invitees, including parents/carers, and the SEN team.

For children issued with an EHC Plan, there will be an additional review no later than 6 weeks after the issue date. The SEN Team will be involved as well as any other external agencies.

16 ADDITIONAL RESPONSIBILITIES FOR THE EARLY YEARS

As a provider in receipt of Government funding (Nursery Grant for the 3 and 4 year old children), we also have regard to the SEND Code 2015 in relation to the funded provision.

The main additional duties are that we have a whole school SEN Policy which includes EYFS and a trained EYFS SEN Co-ordinator (SENCO), who is jointly responsible for the day-to-day operation of the SEN Policy. Overall responsibility for

the management of SEN in the Early Years, as for the rest of the school, lies with the Headmaster.

The following ISI regulations (E406-E408) are followed:

E58 *All providers must have arrangements to support children with SEN or disabilities and are expected to identify a SENCO.*

E59 *Providers who are funded by the local authority to deliver early education places must have regard to the SEND Code 2015. This means:*

- *The setting should plan for the four areas of need: communication and interaction, cognition and learning, social emotional and mental health, sensory and/or physical needs.*
- *They should have a clear approach to identifying and responding to SEN.*
- *In addition to the two specific points in the EYFS for formal assessment, there should be monitoring and review of progress throughout the early years.*
- *Where a child appears to be behind expected levels, a methodology is outlined in the SEND Code 2015 for gathering information and seeking “Early help” (see Working Together), if appropriate. The cycle of action: assess/plan/do/review, should be used to create a graduated response to needs.*
- *Guidelines are given for seeking external help of specialists or requesting an EHC assessment.*
- *Decisions to involve external specialists should be taken in discussion with parents and parents should be informed if their child is receiving SEN support.*

17 THE LOCAL OFFER

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them.

Oxfordshire’s Local Offer can be accessed through:

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-send>

18 LIAISON WITH PARENTS/CARERS

The school works in partnership with parents of pupils in accordance with guidance in the 2014 SEN Code of Practice: 0-25 Years (SEND Code 2015).

If the class teacher has an initial concern about a child’s progress and has spoken with the SENCO, parents will be invited to discuss this with the teacher at the earliest opportunity and be told of strategies in place to help their child.

If, after consultation with parents/carers, a decision is made to give a child Learning Support then parents/carers will be asked to sign a parents’ contract.



Parents will be fully informed of any additional programme in place for their child. At this stage, parents will be told about any specialist support in the area of difficulty and of any support/websites that might be useful.

Parents'/Carers' views will be sought when a pupil's ISP is drawn up and suggestions as to how these can be supported at home will be given.

Parents are invited to each review and their comments are taken into consideration when deciding upon future action.

In terms of an Annual Review, parents' comments are sought prior to the review report being drafted and incorporated into the final report.

The SEN/LS Department adopts an open door policy and parents are encouraged to communicate to the Learning Support Manager, SENCOs or Learning Support Teacher any concerns, interests or aspirations affecting their child's education.

Consulting Young People with SEND

Children's views will be sought and taken into account during the review process and at other key times throughout the year. The discussions will be adapted to the age and cognitive level of the pupil.

19 TRANSITION ARRANGEMENTS

The Pre-Prep and Prep SENCOs liaise with future schools' Admissions Officers re access arrangements for entry examinations.

The LS/SEND Department liaises with future schools regarding an individual pupil's needs as appropriate. In certain circumstances, a member of the department will visit the new school and then take the pupil for visits to the new school.

In consultation with parents/carers, appropriate LS/SEND information is passed on to the SENCO at the new school.

20 EQUAL OPPORTUNITIES

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. The school promotes self and mutual respect and a caring and non-judgemental attitude throughout the school.
(Please refer to the Equal Opportunities Policy)

21 SUPPORTING PUPILS WITH MEDICAL CONDITIONS AT SCHOOL

If a child's medical condition is considered to be a disability, they will be supported by the recommendations in the Equality Act 2010.

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

- 'substantial' is more than minor or trivial - eg it takes much longer than it usually would to complete a daily task like getting dressed
- 'long-term' means 12 months or more

(Please refer to the School's Medical Policy and the Disability Policy)

22 MONITORING AND EVALUATION OF SEN/LS

Evaluation of Provision

Arrangements for the evaluation of the school's procedures and practices with regard to SEN provision are reviewed annually by the SEN Governor, Heads of Section, Deputy Head and the Headmaster.

The success of the Learning Support Department is also evaluated in the following ways:-

- Targets achieved in ISPs
- Reports
- Improved reading, spelling and maths ages
- School exam results
- Children showing increased independence in the learning environment
- Pupils who come off the SEN Register and are monitored
- External exam results

23 ROLES AND RESPONSIBILITIES

The SENCOs and The Learning Support Manager, in collaboration with the Headmaster and Governing Body, take responsibility for the operation of the LS/SEND policy and co-ordination of special needs provision, working closely with staff, parents and carers, and other agencies. The SENCOs also provide professional guidance to colleagues to secure high quality teaching for pupils with SEN.

The Learning Support Manager, SENCOs and members of the SEN/LS team attend local cluster network meetings.

The Learning Support Manager, SENCOs and members of the SEN/LS team attend a termly Learning Support Consultative meeting.

The Learning Support teachers have a weekly meeting.

The Learning Support Manager and the SENCOs maintain a SEND register and LS register.

The Headmaster has overall responsibility for management of the SEND policy and the provision for LS pupils. The Headmaster works closely with the Learning Support Manager and SENCOs and keeps the Governing Body fully informed of LS/SEND issues, and from 2015, providing an annual SEND information Report.

Teachers have responsibility for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff (SEND Code 2015).

The Governing Body is responsible for keeping a general oversight of the School's SEN provision. A named Governor takes a particular responsibility for the provision of Special Needs within the school.

LS/SEND Support Assistant

The number of LS/SEND Support Assistants varies from term to term, dependent on the Department's requirements. Their names and qualifications can be found on the Staff List for the current academic year on the school website.

24 ACCOMMODATION: LEARNING SUPPORT AND SEND FACILITIES

The Learning Support and SEND Department, has a designated building containing five teaching rooms. The teaching rooms house a wide range of multi-sensory equipment. The department has Smart Boards, iPads, computers and laptops on both floors in the building. 1-1 and small group teaching takes place in this building.

25 TRAINING AND DEVELOPMENT

The Learning Support Department takes advantage of training opportunities whether formal or informal. We recognise the constantly changing nature of approaches and knowledge in this field and aim to increase our expertise.

We contribute to the Whole School Development Plan and we also organise INSET for staff at The Manor when appropriate.

26 CHARGING

Once a child has been identified as needing individual support, lessons with a qualified Learning support/SEND teacher are arranged, after full consultation with the child, parents and teachers. These lessons normally take place twice a week for 30 minutes per lesson at a cost to the parents. The cost is added to the end of term bill. The cost of lessons is considered yearly by the Bursar.

In some circumstances it is considered more beneficial for the child to receive a learning support package including individual lessons and in-class support. This arrangement is discussed with parents. The in-class support is carried out by an experienced Learning Support Assistant and again this is an extra charge to parents. The cost of this in-class support is considered yearly by the Bursar.

Up to the age of 5, the school can access the county Services.

If a child has a specific learning difficulty, with standardised scores below 85, the school may fund additional support. Following the 2010 Equality Act, reasonable adjustments such as auxiliary aids and services (such as access arrangements) will be provided by the school.

27 ACCESSIBILITY

The school ensures that the admissions, discipline and other procedures (for



example, arrangements for school trips or examinations) take account of pupils' learning difficulties and/or disabilities. *(Please refer to the Accessibility Policy)*

28 COMPLAINTS

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

29 GIFTED & TALENTED

At The Manor, we aim to provide a broad and rich curriculum meeting the needs of all our pupils. We believe in channelling the gifts and talents of all pupils, with opportunities to stretch and challenge pupils across all subjects. This is delivered both in the classroom, throughout departments and outside school at local and national levels. *(Please also see Gifted and Talented Provision in the Staff Handbook.)*

30 DEVELOPMENT PLAN

Please see the current Learning Support Development Plan.

31 RELATED POLICIES

- Gifted and Talented
- English as an Additional Language
- Equal Opportunities
- Teaching and Learning
- Accessibility
- Disability Policy
- Racial Equality and Cultural Diversity

The policy is regularly reviewed in order to ensure that our provision is making the most 'reasonable use of time and resources, and that we offer the best provision for the pupil.'



APPENDIX 1

Record of Intervention

Name of Child	
Class	
Name of Teacher	

Areas of Difficulty/Lack of Progress

Communication and Interaction	
Cognition and Learning	
Social/Emotional/Mental Health	
Sensory/Physical needs	

Strategies put in place/tried	Child's Response	Concern (✓)

Referral to Learning Support Department	Date

APPENDIX 2

