



The Manor
Preparatory School

SEND / LEARNING SUPPORT POLICY

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Persons responsible for review SLT (VE/JH)

Contents

Aims and objectives

Vision and values

Legislation and guidance

Inclusion and equal opportunities

Definitions

Roles and responsibilities

Our approach to SEND/Learning Support

Expertise and training of staff

Links with external professional agencies

Admission and accessibility arrangements

Monitoring and evaluation arrangements

Links with other policies and documents

1. Aims and objectives

Our SEND/Learning Support policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
 - o Support and make provision for pupils with special educational needs and disabilities
 - o Provide pupils with SEND/Learning Support needs access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND/Learning Support needs
 - o Help pupils with SEND/Learning Support fulfil their aspirations and achieve their best
 - o Help pupils with SEND/Learning Support become confident individuals, living fulfilling lives
 - o Communicate with pupils with SEND/Learning Support and their parents or carers and involve them in discussions and decisions about support and provision for the pupil.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND/Learning Support and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND/Learning Support policy is understood and implemented consistently by all staff.

If the School feels that it is not possible to achieve these aims, the suitability of The Manor as a setting may need to be regularly reviewed. This will be carried out in full consultation with parents, led by the Head, the SENCO and any other member of the Senior Team as appropriate.

2. Vision and values

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 broadly 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.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

3. Legislation and guidance

This 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 SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans and SENCOs
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it.

4. Inclusion and equal opportunities

At The Manor we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND/Learning Support are included in all aspects of school life.

The aims of the SEND/Learning Support (Special Educational Needs and Disabilities/Learning Support) Policy are integral to those of the school's Curriculum Policy and the SEND/Learning Support Policy 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 help which is **'additional to or different from'** that which 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/Learning Support department.

5. Definitions

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires 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 most 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.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.

AREA OF NEED	
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> ● Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia ● Moderate learning difficulties ● Severe learning difficulties ● Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> ● Mental health difficulties such as anxiety, depression or an eating disorder ● Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder ● Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> ● A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment ● A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and responsibilities

6.1 The SENCO

The SENCO at The Manor is Joanna Hornsey

They will:

- Inform any parents that their child may have additional needs and then liaise with them about the pupil's needs and any provision made
- Work with the Head and SEND governor to determine the strategic development of the SEND/Learning Support policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND/Learning Support policy and the co-ordination of specific provision made to support individual pupils with SEND/Learning Support, including those who have EHC plans

- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND/Learning Support needs receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Be a point of contact for external agencies and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent in a timely manner
- Work with the Head 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 the school keeps its records of all pupils with SEND up to date and accurate
- With SLT, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With SLT, regularly review and evaluate the breadth and impact of the SEND/Learning Support provision
- With SLT, and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

6.2 The Governing Body

The Governing Body is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Do all it can to make sure that every pupil with SEND/Learning Support gets the support they need
- Make sure that pupils with SEND/Learning Support engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND/Learning Support
- Record accurately and keep up to date the provision made for pupils with SEND/Learning Support
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans.

6.3 The SEND/Learning Support Governor

The SEND link governor is Debra Clayphan

The SEND governor will:

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

6.4 The Head

The Head will:

- Work with the SENCO and SEND/Learning Support Governor to determine the strategic development of the SEND/Learning Support policy and provision within the school
- Work with the SENCO and School Governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND/Learning Support, and their progress
- Have an overview of the needs of the current cohort of pupils on the SEND/Learning Support list
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- 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 consider how they can be linked to classroom teaching
- Working with the Learning Support team to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND/Learning Support policy
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Listen to the parents' concerns and agree their aspirations for the pupil

7. Our approach to SEND/Learning Support

7.1 Identifying pupils with SEND/Learning Support and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

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

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

When teachers identify an area where a pupil is making slower than expected progress, the teacher will raise the issue in the weekly Section Meeting. After discussion, it may be decided that the teacher will target the pupil's area of weakness with differentiated, high-quality teaching. Otherwise, it may be decided that a referral to Learning Support will be made. Parents are informed and involved every step of the way.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND/Learning Support.

Potential short-term causes of impact on behaviour or performance will be considered, such as home life or bereavement. Staff will also take particular care in identifying and assessing SEND/Learning Support for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, 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 through reasonable adjustments or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

7.2 Consulting and involving pupils and parents

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

7.3 The graduated approach to SEND/Learning Support

Once a pupil has been identified as having SEND/Learning Support, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.



1. Assess

The pupil's class teacher and the Learning Support Department will carry out a clear analysis of the pupil's needs. If it is felt appropriate, the Learning Support Department will carry out a variety of standardised assessments covering areas such as processing, working memory, literacy skills.

The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services and/or signpost the parent to external agency support.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

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.

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.

In Years 3 and 5, all pupils complete a Dyslexia screener. If there are any children that are raised through these screeners, the Class Teacher and Learning Support Department will closely monitor their progress. If appropriate, the Learning Support department will carry out further specialist assessments.

2. Plan

In consultation with the parents and the pupil, the teacher and the Learning Support Department will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a plan for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be held in the pupil's folder in the Learning Support Drive and will be made accessible to staff in a document appropriate to the needs of the pupil - passport or Individual Support Plan.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's teachers retain overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The Learning Support team will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed regularly.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

7.4 Levels of support

Reasonable Adjustments

It is the aim of The Manor to identify a pupil's special needs early. However, not all children making below expected progress have special educational needs. The first step in responding to pupils who have or may have SEN is high quality teaching, differentiated and adapted for individual pupils. Below expected 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).

- Differentiated and adapted high quality teaching in the classroom forms the basis of learning support. The Learning Support department will advise teachers about reasonable adjustments and provide resources
- Additional Support 1:1 or small groups
- Additional Support 1:1 with specialist i.e. dyslexia teacher, O.T., speech therapist
- Education Health Care plan

CHARGING

Provision incurring an additional charge to parents:

- 1:1 OR 1:2 support with a qualified Specialist Teacher
- 1:1 OR 1:2 support with a Learning Support Assistant
- In class support with Learning Support staff

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan through the LEA. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

7.5a 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 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 Head.

For children up to the age of 5, the school can access the county Services.

For children receiving Education Funding for 3-4 year olds we are able to access the EYSENIT for funding and support. We are able to claim Inclusion Funding for children who are on the Learning Support register and can complete a document titled "Early Support Request For Involvement" to ask for specialist support as long as parents have asked their GP to refer them to a community paediatrician. We are also able to refer to the private speech and language therapists and occupational therapist who use school as a venue on a regular basis.

7.5b 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:

7.6 Evaluating the effectiveness of SEN provision

Arrangements for the evaluation of the school's procedures and practices with regard to SEND provision are reviewed annually by the Academic Governors, Deputy Heads and the Head. In addition, regular meetings take place between the SEND/Learning Support Governor and the SENCO.

In addition we evaluate the effectiveness of provision for pupils with SEND/Learning Support by:

- Tracking pupils' progress on the Learning Support Assessment tracker and by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEND/Learning Support support
- Monitoring by the Learning Support team
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

7.7 Transition Arrangements

The SENCO liaises with future schools' Admissions Officers re access arrangements for entry examinations.

The SEND/Learning Support 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.

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

7.8 Equal Opportunities

The Manor 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)*

7.9 Supporting Pupils with Medical Conditions

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)

8. Expertise and training of staff

Training will regularly be provided to teaching and support staff. SLT and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

9. Links with external professional agencies

The Manor recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

Statutory Assessment

Schools can request a statutory assessment from the LEA in accordance with the Code of Practice (2015). The Manor 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)

10. Admission and accessibility arrangements

10.1 Admission arrangements

The Manor 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, provided 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/2yr old check/Learning Journey and reports from professionals, if appropriate (eg Educational Psychologists' reports, Speech and Language assessments etc.)

Early Years Foundation Stage

Pre-Nursery and Nursery entry

Where space in the Pre-Nursery and Nursery classes is limited, places will first be offered to parents intending their child to progress to Reception and beyond at the School. Parents who do not intend their child to enter Reception will be placed on a waiting list.

Taster Visits - Parents of Pre-Nursery and Nursery children are required to come for at least one visit with their child who will attend a play session before a formal offer is made. This is to ensure that the child has the ability and potential to benefit fully from what the School offers.

Before children join the Pre-Nursery and Nursery, parents must bring children in for at least two settling-in visits prior to their start date.

Reception

For Reception applicants for the forthcoming academic year, parents are asked to leave their child with us for an hour's visit. We observe their social interaction and their language, numeracy and concentration skills within the play session to ensure that the child has the ability and potential to benefit fully from what the School offers. In some cases, applicants will be asked to visit the School for a second visit. For Reception applicants for the current year group, the procedure is as for Years 1- 6 below.

Years 1-6

In all cases there will be an informal assessment/visit day to explore the applicant's interests, attitude to school, personal qualities and ability to contribute to the School community. In some cases, applicants will be asked to visit the school for a second visit day.

10.2 Accessibility arrangements

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)*

11. Monitoring and evaluation arrangements

Evaluating the effectiveness of the policy

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.'

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND/Learning Support provision is with regards to:

- All staff's awareness of pupils with SEND/Learning Support at the start of the autumn term
- How early pupils are identified as having SEND/Learning Support
- Pupils' progress and attainment once they have been identified as having SEND/Learning Support
- Whether pupils with SEND/Learning Support feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

12. Links with other policies and documents

This policy links to the following documents

- More Able Provision
- English as an Additional Language
- Equal Opportunities
- Teaching and Learning
- Accessibility Plan
- Disability Policy
- Safeguarding