



SEND / LEARNING SUPPORT POLICY

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	SENCO	DHA	EWC
Related Policies:	Challenge Curriculum EAL Equal Opportunities for Pupils Teaching and Learning Admissions Anti-Bullying Accessibility Plan Disability School Development Plan		

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1. Aims and objectives

Our special educational needs and disabilities (SEND)/Learning Support policy aims to:

- Make sure our school fully implements applicable legislation and guidance regarding pupils with SEND
- Set out how our school will, using best endeavours:
 - Support and make provision for pupils with SEND
 - 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
 - Help pupils with SEND/Learning Support fulfil their aspirations and achieve their best
 - Help pupils with SEND/Learning Support become confident individuals, living fulfilling lives
 - 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
- 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 Preparatory School ('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 Leadership Team as appropriate.

2. Vision and values

The Manor 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

In drawing up this policy, the school has had regard to the following (in so far as they apply to the school):

- The Education (Independent School Standards) Regulations 2014 (as amended)
- ISI Inspection Framework, September 2023 (last updated November 2024)
- ISI Inspection Handbook, September 2023 (last updated November 2024)
- [Special Educational Needs and Disability \(SEND\) Code of Practice Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- Equality and Human Rights Commission guidance 'Reasonable adjustments for disabled pupils' 2019
- Equality and Human Rights Commission guidance 'Technical guidance for schools in England' (last updated July 2024)
- The Equality Act and School, DfE non statutory advice (May 2014)

This policy should be read in conjunction with the School's Admissions Policy, Equal Opportunities Policy, Curriculum Policy, School Development Plan and Accessibility Plan.

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 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 SEND if they have a learning difficulty or disability that requires special educational provision to be made for them.

In accordance with the Children and Families Act 2014, a child of compulsory school age or a young person has 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.

The expression 'learning difficulty' covers a wide variety of conditions and may include those known as an autistic spectrum condition, dyslexia, dyspraxia, attention deficit (hyperactivity) disorder, semantic processing difficulty and learning problems which result from social, emotional or mental health difficulties. The expression may also include those who have problems with their eyesight or hearing.

Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. The School's support for those children whose first language is not English is set out in the School's English as an Additional Language Policy.

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 carry out normal daily activities (as defined by the Equality Act 2010). Long term means that the impairment will have lasted or be likely to last for 12 months or more.

Not all pupils who have SEND are disabled and not all disabled pupils have SEND but the school recognises that, understandably, there is overlap.

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	<p>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.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
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 Judith Grant.

She 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 education, health and care ('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 determining school policy and provision for pupils with SEN and disabilities.

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/Learning Support governor ('SEND 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 Head and SENCO to determine the strategic development of the SEND/Learning Support policy and provision in the school.

6.4 The Head

The Head is responsible for overseeing all aspects of the School's SEN provision and keeping the governing body fully informed of the implementation of the School's policy in practice.

The Head will:

- Work with the SENCO and SEND 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 local authority ('LA') when a pupil needs an EHC needs assessment, or when an EHC plan needs an early or emergency 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 All staff and class teachers

All teachers are responsible for helping to meet a pupil's needs (irrespective of any specialist qualifications or expertise). All staff are expected to understand this policy so that the School can identify, assess and make provision to meet those needs.

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

The school's curriculum, plan and schemes of work take proper account of the needs of all pupils, including those with SEN and disabilities. The school regularly reviews pupil progress to help monitor whether children are making expected progress. Slow progress and low attainment do not necessarily mean that a child has SEN (and should not automatically lead to a pupil being recorded as having SEN).

It is the aim of The Manor to identify a pupil's special needs early. 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.

In line with the recommendations of the SEND Code 2015, we adopt a 'whole school' approach to Specific Learning Difficulties (SpLD) which includes.

- Differentiated and adapted high quality teaching in the classroom, forming the basis of learning support.
- The Learning Support department advising 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 (may be charged to parents where appropriate)

Where The Manor reasonably considers that a pupil may have a learning difficulty, for example where there are early indications that a pupil is not making expected progress, the school will do all that is reasonable to report and consult with parents and the pupil (as appropriate) to help determine the action required including whether any additional support is needed, such as in-class support.

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.

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, the school will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents.

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)

the school will work with external agencies/previous settings to ensure they have all relevant information so support can be put in place as early as possible.

7.2 Consulting and involving pupils and parents

If there are significant emerging concerns, or identified SEN or disability, the school will take action to put appropriate special educational provision in place taking into account any advice from specialists.

Parents will be consulted and kept informed of any action taken to help their child, and of the outcome of this action. Due weight will also be given to a pupil's wishes (according to their age, maturity and capability).

The school may request parents to obtain a formal assessment of their child (such as by an educational psychologist), the cost of which will usually be borne by the parents. Where parents wish to request a formal assessment from outside of school, they must ensure the School is given copies of all advice and reports received.

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.

The school recognises that some pupils with a SEN may also have a disability. The school will do all that is reasonable in order to meet the needs of pupils with disabilities for which, with reasonable adjustments, the School is able to cater for.

7.4 Reasonable Adjustments

The Manor is committed to treating all pupils fairly. In light of the school's obligations under the Equality Act 2010, the school will seek to ensure that disabled pupils are not put at a substantial disadvantage, by comparison with pupils who are not disabled, by making reasonable adjustments:

- to policies, criteria and practices (i.e. the way the school does things) and
- by providing auxiliary aids and services (i.e. provision of additional support or assistance).

There is no standard definition of an auxiliary aid or service. Anything which helps, aids or renders assistance for disabled pupils or applicants is likely to be an auxiliary aid or service. Examples could include:

- pieces of equipment
- extra staff assistance
- note-taking
- induction loops
- audio-visual fire alarms
- readers
- assistance with guiding.

The school is not required to remove or alter physical features to comply with the duty to make reasonable adjustments for disabled pupils or applicants. Similarly, the school is not required to provide auxiliary aids for personal purposes unconnected with its provision of education and services.

School staff seek to understand the needs of each and every pupil and to ensure that all pupils have the chance to make good progress according to their ability. In practice, making reasonable adjustments can be a daily, iterative process. Adjustments can often be made by staff at short notice or no notice, for example, taking steps to ensure that a child has understood instructions, or that they are seated where they are able hear and concentrate.

Once any required adjustments have been identified, the School will consider whether they are reasonable adjustments for the School to make by reference to the following factors:

- whether it would overcome the substantial disadvantage the disabled child is suffering
- the practicability of the adjustment
- the effect of the disability on the pupil
- the cost of the proposed adjustment
- the School's resources
- health and safety requirements
- the need to maintain academic, musical, sporting and other standards
- the interests of other pupils (and potential pupils).

The School will discuss the proposed adjustments with parents and, where appropriate, the pupil, the SENCO, and (with the parents' consent) any appropriate third party, which may include, for example, a medical practitioner or educational psychologist. The school will communicate any decision regarding reasonable adjustments with parents and the child (where appropriate).

Parents can assist the school in this process by ensuring that staff are informed of their child's needs, making available any relevant reports, assessments and information and working with the school if appropriate to implement any measures or reinforce any strategies put in place.

Where, despite reasonable adjustments to assist a child's access to educational provision and the other benefits, facilities and services the school provides, a disabled pupil is evidently still at a substantial disadvantage, the school may draw this to the attention of the parents and make recommendations. This might include, for example, seeking further external professional advice, seeking a statutory assessment, additional support funded by the parents or other external sources.

If the parents feel that there are further particular adjustments the School could make, parents may write to or speak with their child's class teacher, in the first instance, or the SENCO. Parents are encouraged to provide copies of any medical or specialist reports as evidence of the adjustments required.

7.5 Pupils with an education, health and care (EHC) plan

The needs of the majority of pupils with SEN will be met effectively through the school's SEN support. However, where the child or young person has not made expected progress despite the SEN support in place, parents and the school have the right to ask the LA to make an assessment with a view to drawing up an EHC plan for their child. Parents are asked to consult with the school before exercising this right. The school will always consult with parents before exercising this right.

If the LA refuses to make an assessment, parents have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability). The school does not have this right of appeal.

Where either a prospective pupil has an EHC plan, or a current pupil obtains their first EHC plan, the school will consult with the parents and the LA (where appropriate) to ensure that the provision specified in the EHC plan can be delivered by the school. Any additional services that are needed to meet the requirements of the EHC plan will need to be charged to the LA if the LA is responsible for the fees and the School is named in the EHC plan. In all other circumstances charges may be made directly to parents, unless the additional services can be considered to be a 'reasonable adjustment' where no charge will be made, in accordance with the provisions of the Equality Act 2010.

The school co-operates with the LA to ensure that relevant annual reviews of EHC plans are carried out as required.

7.6 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 have regard to the SEND Code of Practice 2015 in relation to the funded provision.

This policy applies to the EYFS and the SENCO, is responsible for the day-to-day operation of the SEN Policy within the EYFS. Overall responsibility for the management of SEN in the EYFS, 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 and 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.

7.7 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-sen-d>

7.8 Evaluating the effectiveness of the SEND provision

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

The school will record the progress of and any support for pupils with significant learning difficulties or disabilities or where they have an EHC plan.

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.

8. Further aspects relating to SEND Provision

8.1 Transition Arrangements

The SENCO liaises with future schools' Admissions Officers regarding 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.

8.2 Admissions

The school does not unlawfully discriminate in any way regarding entry. 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 we can offer them any support that they require and cater for any additional needs and that our site can accommodate them. We aim to ensure that all our pupils, including those with disabilities and/or special educational needs, are provided with a safe and inclusive environment in which to learn.

Where a prospective pupil is disabled, the school will discuss with parents (and their child's medical advisers, if appropriate) the adjustments that can reasonably be made for the child

if they become a pupil at the school, to ensure that the prospective pupil is not put at a substantial disadvantage compared to a pupil who is not disadvantaged because of a disability.

There may be exceptional circumstances in which we are not able to offer a place for reasons relating to a child's disability. For example, if, despite reasonable adjustments, we feel that a prospective pupil is not going to be able to access the education offered, or that their health and safety or those of other pupils or staff may be put at risk, we may not be able to offer a place at the school.

Where a child is admitted to The Manor, progression from one year group to the next is usually automatic, unless it is felt that this would not be in the best interests of the child and/or the other children, and where the School is no longer able to cater for the child's needs. In such cases, there will be consultations with the relevant senior member/s of staff (e.g. Section Head, SENCo, Deputy Heads or Head) in advance of the year end. The school will also discuss this with the parents and they will be given advice and assistance regarding their child's needs.

The Manor's Admissions Policy is available on the school's website. It applies equally to all prospective pupils and details how the School supports those applicants with SEN and/or a disability.

8.3 Withdrawal

If, in our opinion, the school is unable to meet a child's needs or, in the case of a child with an EHC plan we are unable to meet the provisions of the plan, we reserve the right, following consultation with parents, to request or require the withdrawal of a pupil from the school. In these circumstances the school will support the parents in finding an alternative placement which will meet the child's needs. Any decision to request withdrawal or require the removal of a pupil will be made as a last resort and in line with the terms of the parent contract.

Fees in lieu of notice will not be chargeable in these circumstances and the acceptance deposit will be returned.

8.4 Bullying and behavioural issues

All pupils are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. Pupils are taught through the curriculum the importance of respecting each other and behaving towards each other with kindness, courtesy and consideration. The Manor's behaviour and anti-bullying policies make clear the seriousness of bullying, victimisation and harassment and that appropriate sanctions will be applied to any pupil who displays inappropriate behaviour.

The school recognises that disabled pupils or those with SEN may be particularly vulnerable to being bullied. The school's Anti-Bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

The school also recognises that bullying (or other matters such as bereavement) can lead to learning difficulties or wider mental health difficulties. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN but where there are concerns, an assessment may be undertaken to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

The school recognises that children with SEN and disabilities can face additional safeguarding challenges and additional barriers can therefore exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in overcoming these barriers.

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the Designated Safeguarding Lead (DSL) as appropriate. The Manor's Child Protection and Safeguarding Policy will be followed if there are any safeguarding concerns relating to a child.

8.5 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)*

9. Expertise and training of staff

Training will regularly be provided to teaching and support staff on this policy. 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.

10. Accessibility Plan

In line with its duty under the Equality Act 2010 The Manor's three-year Accessibility Plan sets out how the School will:

- increase the extent to which disabled pupils can participate in the school's curriculum
- improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School

- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

For further information please refer to the Accessibility Plan, which is available on the school website.

11. Parental responsibility

To ensure that parents and pupils can be given the most appropriate advice and support, it is important that all relevant information and documentation about any possible special educational need and any history of learning support is shared with the school. Parents must provide the SENCO with copies of any reports or recommendations concerning the pupil's special educational needs or disability from previous schools or elsewhere. Parents agree to do this when completing the registration form and accepting the terms and conditions of the parent contract.

12. Concerns The Manor will listen to any concerns expressed by parents about their child's development and any concerns raised by children themselves. Parents must notify their child's class teacher or the SENCO if their child's progress or behaviour gives cause for concern.

We hope that any difficulty or concern can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. That said, the school's Complaints Procedure, which applies equally in the EYFS setting, is on our website and sets out how parents can raise a formal complaint and how the school will handle it. We will also send parents a copy of the Complaints Procedure on request.

12. Monitoring and evaluation arrangements

This policy is regularly reviewed 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 above.

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.