



SEND Policy

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1. Introduction

Aims

Our SEN policy and information report aims to set out how our school will support and make provision for pupils with special educational needs (SEN) and explain the roles and responsibilities of everyone involved in providing for pupils with SEN.

Vision and Values

At Manor Park Primary School, our vision is to ensure that every child is valued, included, and supported to achieve their very best. We are dedicated to providing a broad, balanced, and engaging curriculum that is accessible to all, with provision carefully tailored to meet the diverse needs and abilities of our pupils. Through an inclusive culture of respect, encouragement, and high expectations, we aim to empower every child to thrive, develop confidence, and reach their full potential.

Legislation

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on 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, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- 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
- The governance guide for [maintained schools](#) which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

Definitions

Special Educational Needs

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

A significantly greater difficulty in learning than the majority of others of the same age, or

A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

Our school's definition of SEN is ***“Any child who receives any support which is additional to or different from everyday practice and / or receives support from outside agencies***

2. Identifying Special Educational Needs

From time to time some children will require additional support for a period of a few weeks, months or even longer to meet their needs. These children may have additional support through targeted intervention work. If a child's needs persist, then the child may be identified as having special educational needs (SEN).

The SEN Code of Practice 2014 states that *“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.”*

Special educational needs fall under four broad areas of need:

- ☐ **Communication and Interaction** (including speech and language difficulties, Autistic spectrum condition and Asperger's syndrome)
- ☐ **Cognition and Learning** (including learning difficulties such as dyslexia and dyspraxia)
- ☐ **Social, emotional and mental health** (including attachment disorder and attention deficit (hyperactivity) disorder)
- ☐ **Sensory and/or physical** (including visual impairment, hearing impairment and physical disability)

Under the Equality Act 2010, you are disabled 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, e.g. it takes much longer than it usually would to complete a daily task like getting dressed
- ☐ 'long-term' means 12 months or more, e.g. a breathing condition that develops as a result of a lung infection

As a school, we endeavour to identify a child's special educational need as early as possible, under the four broad areas of need, to enable us to provide the appropriate support to meet the needs of the child.

3. Roles and Responsibilities

The Role of Inclusion and Pastoral Lead

Sarah Jacoby (Deputy Headteacher) is the Inclusion Lead at Manor Park Primary School and is responsible for ensuring that children with Special Educational Needs and/or Disabilities (SEND) are identified, supported, and able to access high-quality teaching and learning. The Inclusion Lead works closely with staff, families, and external agencies to promote inclusion across the school and leads a team consisting of:

- Jo Shepherd (Assistant Headteacher, SENCo & Inclusion) who is responsible for children on EHCPs
- Sophie Holloway (Middle Leader) who is responsible for children who have special needs, including those on My Support Plans
- SEN HLTA
- 5 SEN Learning Support Assistants
- 2 Learning Mentors, who support with wellbeing, including mental health

The Inclusion Lead is responsible for:

- Having overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Working with the headteacher and SEN governors to determine the strategic development of the SEND policy and provision in the school
- Working with the headteacher, school governors and SENCos to make sure the school meets its responsibilities under the Equality Act 2010, with regard to reasonable adjustments and access arrangements
- Working with the headteacher to monitor the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Monitoring to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- Regularly reviewing and evaluating the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Preparing and reviewing information for inclusion in the school's SEN information report and any updates to this policy
- Identifying 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

The Role of the SEND Link Governors

The link governors are Dr Samantha Clarke and Steve Cooke. They are responsible for:

- Monitoring and supporting the SENCo and Senior Leadership Team in the implementation of the SEND Policy and SEND Information Report

- Informing governors of any issues regarding the implementation of the SEND policy
- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the Headteacher and Inclusion Lead to determine the strategic development of the SEND policy and provision in the school

The Role of the SENCo

Jo Shepherd and Sophie Holloway are the SENCos at Manor Park Primary School and they are responsible for:

- Overseeing the day-to-day operation of the school's SEND policy coordinating provision for children with special educational needs liaising with and advising all staff
- Providing professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advising on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of children with special educational needs about the pupil's needs and any provision made
- Overseeing and maintaining the records of all children with special educational needs such as My Support Plans and EHCPs
- Development and delivery of relevant in-service training of staff
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Organising and chairing annual review meetings for children with an EHCP and termly review meetings for children with a My Support Plan
- Helping staff to identify early intervention
- Tracking pupils' progress and allocating additional support to individual or groups of pupils documents and records are kept and shared with staff and parents and are available where needed
- Completing and maintaining the special educational needs register

- Making sure relevant referrals have been made
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers 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 to the appropriate authority, school or institution in a timely manner

The Role of Phase Leaders

Helen Millard (Assistant Headteacher & EYFS Leader), Katy Moore (Lower Phase Leader), Lianne Scott (Middle Phase Leader) and Georgia Jelley (Upper Phase Leader) are responsible for:

- Keeping an up-to-date profile of pupils with SEND in the year group, tracking pupils' progress and allocating additional support to individual or groups of pupils
- Ensuring individual needs of SEND pupils are met through targeted intervention where necessary
- Analysing and reporting on progress of pupils with SEND at pupil performance meetings and planning appropriate interventions.

The Role of the Class Teacher

Class teachers are responsible for:

- Planning and providing quality first teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Completing an initial concern form for children that they are worried about and passing it to the SENCos
- 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 SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents/carers regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes

- Identify the responsibilities of the parent, the pupil and the school
- Listen to the parents'/carers' concerns and agree their aspirations for the pupil
- Providing reports for external specialists
- Monitoring and assessing progress and maintaining appropriate records, including writing and reviewing pupil profiles, and implementing strategies that have been suggested by external specialists

The Role of Learning Support Assistants

- Supporting and helping children with SEND to meet their targets (under the direction of the class teacher) and to report and record work that has been carried out and progress that has been made
- Support class teachers and phase leaders in delivering key interventions

The Role of Parents/Carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

The Pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings

- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

Additional Responsibilities

Person / People responsible for Safeguarding:

Becky Swindell (Headteacher), Debbie Perkins (Lead Learning Mentor), Jennie Haines (Learning Mentor), Sarah Jacoby (Deputy Headteacher), Tracy Brown (Deputy Headteacher)

Person / People responsible for Pupil Premium Grant:

Sarah Jacoby (Deputy Headteacher)

Person / People responsible for Looked After Children: Sarah Jacoby (Deputy Head)

Person / People responsible for ensuring the medical needs of children are met: Suki Dhothar (Learning Mentor)

SEND information report

The school publishes a SEND information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

A Graduated Response

We believe that quality first teaching is the key to meeting the needs of most of our children. Through differentiated planning, a range of teaching methods and a good working knowledge of the children's needs, most children will make good progress. Our class teachers closely monitor the progress made by all children in their class and ask advice from the SENCo as soon as they have concerns about any of their pupils. Staff will fill in an initial concern form, which they will then pass to the SENCo.

The SENCo may then suggest activities such as small group work or special programmes (interventions) to help the child. Examples of such groups in school are SOS Spelling, social nurture groups, precision teaching, Read Write Inc and sensory circuits

All teachers are teachers of children with special educational needs and therefore class teachers are responsible and accountable for the progress and development of the pupils in their class, including where children access support from teaching assistants or specialist staff.

If the child continues to have difficulties, as indicated by high quality formative assessments, the SENCo and the class teacher would suggest additional support and/or assessments. Where the child presents as having higher levels of need, the school may draw on external

services to provide advice, assessments and / or specialist programmes of work. At this point, the child may be placed on the SEN register after consultation with parents / carers.

The school will put the pupil and their parents/carers 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/carers. 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/carers have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents/carers. We will formally notify parents/carers if it is decided that a pupil will receive special educational provision.

Once a child has been identified as having SEN, the following steps are followed:

Step 1: Class teacher, SENCo and parents/carers make the joint decision to place the child on the SEN register.

Step 2: All children on the SEND register will have a pupil profile created for them detailing their individual needs, targets and strategies to best support them to be successful. All staff working with a SEND child will have access to their pupil profile. It may be deemed that more substantial support is needed so the SENCo may suggest starting a My Support Plan, which will go into greater detail about a child's needs and targets, and can corroborate information from various different agencies/specialists.

Step 3: These targets are reviewed at termly meetings with parents/carers, following the SEND Code of Practice 2014 format of Assess, Plan, Do and Review. External agencies may be involved for support and/or assessment where required.

Step 4: Where children have very complex needs and/or despite the school having taken relevant and purposeful action to support the SEND of the child, the child does not make expected progress, the school or parents may request an Education, Health and Care needs assessment in order to gain an Education, Health and Care Plan and additional funding to support the child.

Parents are involved in all of the above steps and the child is involved where possible (this often depends on the age and abilities of the child).

Managing SEN in school

The SENCo is responsible for keeping all records up to date and managing the SEN register.

Children on the SEND register are classified as having **SEND Support**. Some children will be on the SEND register and receive SEND support for a relatively short period of time and

others will remain on the register for a longer period of time. Using the Assess, Plan, Do, Review cycle, the SENCo will continually evaluate and update the SEND register and monitor the interventions and support available to children to ensure that the SEND needs of each child are being met.

Pupil passports will be reviewed three times a year by the class teachers as part of the termly review process, with children (if appropriate) and in consultation with parents. This will take place around October, February and July although this is a flexible arrangement to meet the needs of individuals.

If the school feel that the child no longer needs SEND support, there will be a consultation with parents and the child will be taken off the SEND register. The child will continue to be monitored through the rigorous assessment and monitoring that is in place for all children.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEND provision may be entitled to an EHC plan. 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.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

Where further support is needed

Some children will need support from outside agencies. Currently we work with a wide range of external services including:

- Educational Psychology Services (EP)
- Social, Emotional, Mental Health and Learning (SEMH & L - previously LAWSS)
- Complex Communication (previously CIASS) Speech and Language Therapy Service (SaLT) Sensory Support Service
- Occupational Therapy Service (OT)
- Child and Adolescent Mental Health Service (CAMHS)
- CAP (Coventry Alternative Provision)
- GPs and paediatricians
- School nurses
- Social Services

You can find out more about local services that we use in our SEND Information Report which is found on our website.

Where a child's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible. The provision for these pupils is funded through the school's notional SEND budget. On the census these pupils will be marked with the code K.

Supporting Pupils and Families

Families can find additional help and guidance in Coventry's Local Offer. Please click here for details www.coventry.gov.uk/sendlocaloffer

If a family needs additional support, this can be provided, following an assessment of need, through the Early Help system. This is managed in school by our lead learning mentor Debbie Perkins.

Children are supported through times of transition through our learning mentor and SENCo. The learning mentor will coordinate internal transitions and the SENCo, alongside the class teachers and learning mentor, will coordinate transitions to other settings.

Monitoring and Evaluation of SEND

All SEND services and provision in the school are subject to rigorous monitoring through the gathering of parent, staff and pupil views and governors and SLT monitoring schedules. The progress of SEND children is regularly monitored through work scrutiny, data analysis and pupil progress meetings. The regular monitoring of interventions and provision promote an active process of continual review and improvement of provision for pupils.

Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. This is either led by the Inclusion Lead/SENCoS or by specialists and is organised by the SENCoS or Senior Leadership Team.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENCo regularly attends the SENCo network meetings to keep up to date with local and national updates in SEND.

The SENCo meets with all class teachers to assist them in meeting the needs of the children in their class.

Storing and Managing Information

Manor Park will follow the schools Information Management Policy with regards to storing and managing information held about SEN. All documents regarding SEN will be stored in locked filing cabinets and on secure ICT systems within the school.

Reviewing the Policy

This policy has been written with regard to the SEND Code of Practice (2014). It will be reviewed annually by the Inclusion Lead and shared with all staff and governors on an annual basis.

Accessibility

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Manor Park Primary School work closely with the LA to ensure that accessibility is considered in all building work.

Concerns

If you have any concerns about your child or our school's SEND provision, please refer directly to your child's class teacher in the first instance. They know your child the best and can support you with queries you may have. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Inclusion Lead or Headteacher in the first instance. They will be handled in line with the school's complaints policy. If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

Links with other policies and documents

This policy links to the following documents:

- SEN information report
- Positive Relationships and Behaviour policy
- Admissions Policy
- Attendance policy
- Child Protection and Safeguarding Policy
- Complaints policy