



Excellence for All

SPECIAL EDUCATIONAL NEEDS POLICY

Rationale

This policy contains the intentions of Manor Green School to meet its duties as identified in the Children and Families Act 2014.

Manor Green School is a 2 -19 special school, supporting the needs of students with a variety of learning difficulties and other complex needs.

All students have an Education and Health Care Plan (EHCP), however, in the EYFS, a student may be placed at the school without an EHCP while the student is undergoing a multi-professional assessment once parents have made a clear indication that they would want Manor Green School to be the named school.

Aims

- To enable all students to have their educational needs met through teaching informed by effective target setting based on accurate assessment of the students' abilities.
- To involve parents as an integral part in the education of their child.
- To provide a multi-disciplinary approach to the meeting of students' needs through close working partnerships with speech and language therapists, occupational therapists, physiotherapists and child psychotherapists.
- In addition, the school works closely in partnership with the doctors and nurses from the Primary Care Trust as well as teachers for the Visual and Hearing Impaired, (VI and HI).
- To provide opportunities for students to be actively engaged in their own learning and the setting of their targets.

Guidelines

Teaching and Learning:

Choose to Nurture Enterprise provides our curriculum with these elements:

- Choice Theory for personalisation,
- Nurture for wellbeing
- Enterprise for preparation for adulthood.

The above three areas are all equally important to help child develop into a happy and effective learner.

Assessment:

- Teachers are responsible for the initial, formative and summative assessment of students' abilities and progress.
- Staff work closely with outside agencies, including multi-disciplinary teams, to support the assessment of a student's special needs.
- Assessment is inclusive of parents/carers' views and their engagement in the assessment process is actively sought.

Monitoring of students' SEN:

- Prior to joining the school, the school will coordinate a multi-professional admissions' meeting at which parents / carers have the opportunity to share with the school their knowledge and experience of their child's special educational needs. Please find link to admissions policy [Admissions Policy](#)
- A progression plan will be written within six weeks of a student joining the school (unless they are accessing an Assessment Placement for an EHCP) providing termly outcomes based on the students' EHCP long term outcomes. The progression plan will be reviewed at the end of each long term and revised at the beginning of the new term.
- A student passport will be created for each student and will be reviewed at the beginning of every long term.
- There are parental consultations a minimum of once every long term throughout the academic year. Communication with parents is facilitated in various ways to ensure parents have every opportunity to consult with staff on their child's progress.
- The school will ensure that all those teaching or working with a student named in an Education Health Care Plan (EHCP) are aware of the student's needs and that arrangements are in place to meet them. Staff will be briefed about any potential problems and a procedure will be put into place to deal with certain situations. The school will hold an annual review once a year at which the child's EHCP will be reviewed. Appropriate professionals will be invited to the review, and advice will be sought. Prior to the annual review parents will receive a school report, aspects of which will be discussed at the review, and invited to share their views. Student views will also be collected prior to or during the annual review. The school will review each student's EHCP to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labeled separately from one another. The Local Authority will be notified of the annual review and any changes to the EHCP that have been identified, with supporting evidence. This will be sent to the Local Authority within 15 days of the annual review meeting.
- If a student's needs significantly change, the school will request a re-assessment of an EHCP at least six months after an initial assessment. Thereafter, the headteacher will request the LA to conduct a re-assessment of a student whenever they feel it is necessary. Following the reassessment, a final EHCP will be issued within 14 weeks from the request being made.
- The school will ensure that any EHCP information is kept confidential and disclosed on a need-to-know basis.
- The Governing Board monitors the curriculum, and assessment process, ensuring they are appropriate and meeting the students' needs.

Resources:

- In each department there are classroom ratios as follows:
 Ladybird – Up to 11 students depending on student needs and equipment.
 Puffin – Up to 11 students depending on student needs and equipment
 Penguin – Up to 12 depending on student needs and equipment
 Osborne – Up to 7 students depending on student needs and equipment
 Phoenix – Up to 12 depending on student needs and equipment
 Oxford – Up to 12 depending on student needs and equipment
 Orchard – Up to 7 depending on student needs and equipment

- Each class will have a Class Teacher, Higher Level Teaching Assistant (HLTA) and Specialist Support Assistants assigned to the class in line with the agreed band for the additional learning support. This agreement is between the school and the local authority and is reviewed annually.

Staff Training:

- Appropriate CPD is provided for all school staff through a comprehensive training programme developed by the leadership team and HR.
- Training is identified through the School Development Plan and school's performance management programme.
- This includes training on a Monday and Tuesday afternoon in a one-hour twilight sessions as well as the statutory five training days.
- All staff have access to an Induction Programme ensuring that they have knowledge of the range of SEN within the School.
- All appropriate staff have Team Teach training, People Handling and Intimate care training, as well as in-house training on communication.
- In addition to attending relevant courses, staff are encouraged to work collaboratively with other schools and education provisions offering specific skills to continuously raise their own professional knowledge and skills.

Local Offer:

- The school will collaborate with the Local Authority to provide information about our provision for the Local Offer, where required.
- The Governing Board will collaborate with and support the Local Authority in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is collaborative, accessible, comprehensive and up to date.
- Where appropriate, the school will work with LAs, parents and students in developing and reviewing the Local Offer. The school will also cooperate with those providing services.
- The school will collaborate with the LA during development and review to ensure that the LA's Local Offer is easy to understand, factual and jargon-free; is structured in a way that relates to students' and parents' needs, e.g. by broad age group or type of special educational provision; and is well signposted and publicised.
- The school will help to ensure that parents and students understand what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The school will assist the LA in ensuring that the Local Offer includes eligibility criteria for services, where relevant, and makes it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.
- The school will work with the LA to review the Local Offer to ensure that, when parents and students access the Local Offer, the information is up to date.

Complaints:

Parents / carers with a concern about the curriculum support being offered can approach the Class Teacher in the first instance. If this does not bring about resolution, parents/carers are asked to write to the school's Headteacher detailing their concerns.

All such concerns/complaints will be recorded in line with the school's Complaints' Policy.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school website
- the School Bus Compliance Manager
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school staff
- Headteacher's reports

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any student and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

Review of Procedure

This procedure shall be subject to a review every two years.

The Governing Board approved this policy on date: 31st January 2024

Signed: Richard Pelly, Chair of Governors

Signed: Joolz Scarlett, Headteacher