

# Manor School



## SEND Policy

*2021/22*

## Introduction

This policy is constructed in line with the requirements set out in Part 3 of the Pupils and Families Bill and associated regulations. The policy is fully compliant with the January 2015 Special Educational Needs (SEN) Code of Practice.

## Part 1 : Basic information about our school's SEN provision

### **Manor School is part of the The Rise Partnership Trust (RPT).**

Manor School is currently accommodated at the main site on Chamberlayne Road and an early years site on Bridge Road.

Currently Manor offer places to primary aged pupils (R to Y6) and from September it will add a secondary provision and begin to accommodate Y7 pupils.

Manor school is a special school for pupils with a range of special educational needs including: global developmental delay, Autism and severe/complex learning difficulties.

All of our pupils have special needs and meet the definition as set out in the Special Educational Needs (SEN) Code of Practice (**DfE, January 2015**)

This defines SEN as;

xi. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

xii. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

xvi. Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

We provide an outstanding, highly specialist environment with small classes (8 to 9 pupils), specially trained staff, on site speech therapy and on site occupational therapy. We work hard to ensure that all of our pupils achieve their potential both personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

Manor School provides special educational provision for pupils who require

“special educational provision, that is provision different from or additional to that normally available to pupils of the same age.” Page 15

Our school provides for pupils whose special educational needs broadly fall into 2 areas of:

1. Communication and interaction
2. Cognition and learning

### **Guiding principles**

At Manor School we have high aspirations for all of our pupils and believe that our pupils, regardless of gender, religion, ethnicity, ability, disability or sexuality are entitled to an excellent quality education that will maximise their life chances. We provide this in a teaching and learning environment based upon the principles of ABA/Verbal Behaviour (VB).

All pupils are entitled to an education that enables them to:

- achieve their best
- communicate their needs as effectively as possible
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

### **Objectives of the school's SEND policy**

We will ensure that all of our pupils will have their needs met through a rigorous programme of identification, assessment, planning and support. To achieve this;

- the views of the pupil will be sought and taken into account
- our parents have a vital role to play in supporting their pupil's education
- our pupils will be offered full access to a broad, balanced and relevant education, including an appropriate curriculum
- our school will manage its resources to ensure all pupils' needs are met
- A pupil's specific, individual needs will be identified and appropriate interventions provided

- Provision and progress for all of our pupils will be monitored and reviewed regularly
- Our school will involve outside agencies when appropriate
- Education, Health & Care Plans will be reviewed regularly in line with regulations
- Appropriate training will be provided for those involved in the implementation of the policy

Manor School ensures that each individual's pupil's needs are identified using accurate assessment and our school will put appropriate evidence-based interventions in place to ensure pupils make excellent progress. These will be provided as part of a Graduated Response, which includes regular review of the progress made and adaptations to the support provided as required (see Provision Map, Personal Intervention Programmes and pupil data/assessment).

### **How the policy will contribute to meeting the objectives**

The effectiveness and appropriateness of the policy will be continuously monitored by the Head Teacher in conjunction with the Senior and Executive Leadership Teams, our MAST (multi agency support team = SaLT, OT, Autism Lead Practitioner and Head of Inclusion and Family Support) team and our Trust using the criteria listed elsewhere. The use of resources, identification, programme planning, effectiveness and quality of individual planning, pupil progress, pupil participation, parents as partners, statutory reviews, the identification of training needs and the use made of support services will be monitored and evaluated regularly.

In addition the school will annually undertake a self-evaluation of the effectiveness of its policy in order to both update the policy and to plan further improvements and development.

### **The arrangements that have been made for coordinating the provision of education for our pupils**

The school's provision for pupils with SEND will be coordinated by the Senior Leadership Team in close liaison with our MAST Team.

The Head Teacher and SLT has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils.

The Head Teacher with close liaison with SLT and MAST team provides professional guidance to colleagues and works closely with staff, parents and carers, and other agencies. They are aware of the provision in the Local Offer and are able to work with professionals providing a support role to the family to ensure that all pupils receive appropriate support and high quality teaching.

The key responsibilities of the Head Teacher, SLT and MAST team are:

- overseeing the day-to-day operation of the school's policies
- coordinating provision for all pupils
- advising on the personalised teaching, learning and support for every pupil
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- liaising with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils up to date

**The admission arrangements for pupils can be found in our Admissions Policy (see website).**

**Please read our Accessibility Policy and Action Plan which identifies how our school increases/assists access to the school by pupils who are disabled.**

The school seeks to comply with the 2010 Discrimination and Disability Act.

**Part 2 : Information about the school's policies for the identification, assessment and provision for all pupils with special educational needs SEN Funding**

The school's pupil provision is funded from the school's overall budget.

To be able to accommodate pupil's needs at Manor all our pupils have a Banding agreement; either band 4, Band 5 or Band 6 (Brent Banding) or in specific circumstances, as agreed with the placing LA, Band 6 plus. This enables us to provide the high ratio of staff to pupils that reflect the individual pupil's needs and enables them to effectively access our learning environment. Pupil's needs are reviewed annually.

### **How pupils' needs are determined and reviewed.**

All teachers are responsible and accountable for the progress and development of all the pupils in their class; they are supported in this from inclusion team and from our specialist MAST team.

Where a pupil is not making adequate progress, teachers, our Director of Inclusion, a member of SLT, the MAST team and parents will collaborate on problem-solving, planning support and teaching strategies for individual pupils.

High quality teaching, differentiated for individual pupils, is the first step in our school's response to meeting every pupils needs. This is monitored regularly by the Head of Inclusion, RPT CEO, Head Teacher and SLT.

The identification of individual pupil needs is built into the school's overall approach to monitoring the progress and development of all pupils.

### **Action by class teacher**

Class teachers, with the support of the Head of Inclusion and MAST, will be expected to have undertaken the following actions:

- Use existing information/assessment information as a starting point to develop an individualised programme for each pupil
- Highlight areas of skills to support in class
- Use baseline assessment to identify what a child knows, understands and can do
- Ensure ongoing observation/assessment provides feedback so assessment forms basis of next steps
- Involve parents (Structured Conversation etc)
- Involve child (as appropriate)
- Use of effective classroom practice and management, ethos, learning environment and curriculum arrangements
- Differentiation – match planning to individual needs; Pupils Intervention Programmes (PIPs) and class/individual provision maps
- Take responsibility for planning and overseeing any interventions or support arrangements to address the child's learning difficulties; link to MAST team

Half termly Pupil Progress meetings will be used to monitor and identify those pupils not making sufficient progress. This will be addressed in the PIP.

### **The half termly review meeting**

This meeting will be led by a member of the leadership team. It will provide an opportunity for the teacher and MAST team to look at every child's progress and plan for next steps/interventions.

### **Manor School's provision map**

Our school maintains a provision map of the support, arrangements and interventions available to ensure that all pupils can access learning and maximise their achievements.

### **Education Health and Care Plans (EHCP)**

All of our pupils have an EHCP or Statement naming ***Manor School***.

The Head Teacher ensures that those teaching and working with the child are aware of their needs and have arrangements in place to meet them.

Our school ensures that teachers, MAST, tutors and support assistants monitor and review every pupil's progress carefully and systematically throughout the course of a year. Formal reviews of the EHCP will take place annually. If a pupil's SEND changes, the local authority will be informed and will arrange to hold a review as soon as possible to ensure that provision specified in the EHC plan is appropriate. For further information on EHCPs please see the Local Authority's Local Offer.

### **Access to the National Curriculum.**

At Manor School we follow our own curriculum framework; which we have adapted and highly differentiated from the NC to ensure we meet the needs of every pupil; see Pupil Intervention Plans, specific pupil programmes, assessment sheets and trackers.

We expect our teachers and class staff to set high expectations for every pupil and aim to teach them effectively to ensure they make excellent progress whatever their prior attainment (differentiation/personalised approach).

Teachers use appropriate assessment to set individual small step targets which are deliberately ambitious. Lessons/individual teaching sessions are planned carefully to ensure they are highly engaging, maximise learning and to ensure that there are no barriers to every pupil achieving.

As a highly specialist school we make every effort to make adaptations to curriculum, teaching and the learning environment to meet the needs of individual pupils, and where appropriate as part of planning for individual needs we provide access to ancillary aids and assistive technology.

## **Preparing for secondary transition**

We will start talking to parents in Year 5 to enable them to think ahead and begin to prepare for transfer into secondary education.

At our school we will help our pupils to start planning for their transition into secondary school throughout the school by ensuring each pupil develops effective, functional communication, social skills and life skills.

Our pupils will visit their new settings a number of times and get to know the people/environment where they will be studying etc. We will use electronic applications where appropriate to support transition.

In the autumn term, each year, we will host a coffee morning with representatives from local providers and our year 5 and 6 parents. We will ask these providers to give a short presentation and parents can ask questions, discuss concerns etc. as needed.

We will also support pupils transitioning outside our LA by establishing contact and visits where possible.

Our aim will be to support our pupils to go on to achieve the best possible outcomes in their next phase of life.

## **How the Trust Board will evaluate the success of the education which is provided for pupils at Manor School**

The Trust publishes information on our website about the implementation of the trust board's policy for pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

As stated in Section 1 the school will continuously monitor and evaluate the working of the SEN policy gathering information on the following aspects;

- The level of support pupils require/receive and the amount of progress they make
- The 'value-added' data of pupil progress
- The success of resources
- The impact of training and new approaches to meeting needs
- The identification of training needs
- The impact and outcomes of the review process
- The development of pupil participation
- Relationships with parents
- The impact of the statutory process on pupil progress
- The success of involvement of outside agencies
- The success of liaison with other schools, agencies, providers etc.

### **Arrangements made by the Trust relating to the treatment of complaints from parents.**

Any complaints from parents concerning the provision made for their child at our school should be made as identified in our Trust's complaint procedures as set out on the school's website and in the prospectus.

### **Part 3 : Information about the school's staffing policies and partnership with bodies beyond the school**

#### **Arrangements for Professional Development for all staff**

The professional development of all staff involved in meeting the needs of pupils with SEND is ongoing and continuous. A wide range of training opportunities is provided which includes;

- Ongoing specialist training
- Skill sharing and the demonstration of effective teaching techniques and strategies organised within the school
- Professional development sessions and one-off sessions on relevant subjects provided by our own specialist and outside specialists
- Attendance at courses offered by external providers, accredited and non-accredited, as part of the school's Performance Management process
- Other courses which are relevant to the work being undertaken

#### **The role played by the parents of pupils with special educational needs.**

All parents and carers of pupils at Manor School are considered to be our partners. They will be supported so as to be able and empowered to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their pupil's education
- have knowledge of their pupil's entitlement
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

To make communications effective staff at our school:

- acknowledge and draw on parental knowledge and expertise in relation to their child
- focus on the pupil's strengths as well as areas of additional need
- recognise the personal and emotional investment of parents and be aware of their feelings
- ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings

- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- recognise the need for flexibility in the timing and structure of meetings

## **Pupils**

The pupil's views will always be ascertained whenever possible, but this may not be through direct discussion with the pupil. Pupils will be enabled and encouraged to participate in all decision-making processes in education, including the setting of learning targets and contributing to personal plans, discussions about choices of schools, contributions to the assessment of their needs and termly reviews and transition meetings. They need to be part of the process, to know that they are listened to and that their views are valued

### **Links with other schools made for the transition of our pupils into the next stage of education.**

Liaison with regard to the successful transition of pupils is undertaken with receiving and sending information to schools etc. prior to transfer. Contact is coordinated by the Head Teacher or a member of the SLT.

See transition information above.

### **Links with child health services, social services and educational welfare services and any voluntary organisations which work on behalf of pupils with special educational needs.**

The school has contact with the following services and organisations:

Brent SENAS

Brent CAHMS/TAHMS

Brent Hearing and Visual impairment

Brent Physiotherapy

Brent School Health (from the nursing team at The Village School)

Brent Social Care

Connexions

Contact is coordinated by the SLT and/or our Family Liaison Coordinator.

**This policy will be reviewed and updated annually. Our RPT Principal monitors the effectiveness of each RPT school's SEND provision and report annually to the RPT Board concerning the effectiveness of the policy.**