



Manor Field Infant School

Special Educational Needs and/or Disabilities Policy

Ratified by Governors: October 2026

Review due: October 2027

Introduction

At Manor Field Infant School we believe that every child deserves the right to an inclusive education that meets their needs. This is particularly important for children identified with Special Educational Needs and/or Disabilities (SEND).

We value every child and acknowledge that children identified with SEND may find it difficult to access the creative, broad and balanced curriculum we offer without extra support. The intention of our SEND Policy is to remove barriers to participation and attainment and to support all of our children identified with SEND to ensure they can aspire and achieve.

Legislation and guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2014) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENCOs) and the SEND information report

Definition of Special Educational Needs and/or Disabilities

A child is identified with SEND if they have:

- A learning difficulty or disability which calls for special educational provision to be made for them.

A child has 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

The Special Educational Needs Code of Practice (2015) sets out four areas of special educational needs into which most areas of need are categorised, including:

- Cognition and learning, for example, dyslexia, dyspraxia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.
- Communication and interaction, for example, autistic spectrum disorder, Asperger's

Syndrome, speech and language difficulties

Management of SEND

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the whole school.

The Governing Body

As part of their statutory duties, the Governing Body of Manor Field Infant School must publish information about the school's policy on special educational needs. The Governing Body has one member who is designated as the School SEND Governor, Frances Culley.

The School SEND Governor will:

- Establish links with the SENCO
- Meet termly with the SENCO, to exchange information about provision and to monitor the SEND Policy and practice
- Keep informed about what the Local Authority is doing in relation to SEND

The Head teacher

Staff responsibility for SEND lies with the Head teacher. The Head teacher has delegated the day to day management of SEND practice to the SENCO.

SENCO

The SENCO is lead professional for SEND provision at Manor Field Infant School with responsibility for:

- overseeing the day to day operation of the SEND Policy
- maintaining a recording system and coordinating assessment and provision for children identified with SEND.
- ensuring that there is liaison with parents and other professionals in respect of children identified with SEND, to collate and disseminate relevant information and build effective relationships
- advising and supporting other practitioners in the school
- contributing to the continuing professional development of all staff
- ensuring that Personalised Plans are in place, with targets that are Specific, Measurable, Achievable, Realistic, and Timed (SMART)
- maintaining awareness of current legislation, documents and research papers and passing on relevant information to staff

Teaching and non-teaching staff

- All teaching and non-teaching staff will be involved in the development of the school's SEND Policy and be fully aware of the school's procedures for identifying, assessing and making provision for children identified with SEND.
- Class Teachers are responsible for ensuring that sufficient time is planned into weekly timetables, where appropriate, to ensure implementation of intervention strategies for children identified with SEND.

Identification, Assessment and Provision:

We are committed to early identification and intervention of children who may have special educational needs and disabilities. The Class Teachers' use their knowledge of each child's skills and abilities, alongside data raised through assessment procedures to identify concerns about a child's progress.

Evidence is then gathered regarding:

- The child's strengths and weaknesses
- Differentiated learning opportunities provided
- Teaching strategies that have been employed

This evidence is then discussed, alongside the teacher's concerns, with the SENCO. They will consider if developing the present strategies will meet the pupil's needs. The class teacher will inform the parents/carers at the earliest opportunity to alert them to concerns and invite them to be active participants in helping meet their child's specific learning needs.

Early Intervention

A child that is achieving at a level that is slightly below that which is expected may be identified as needing early intervention. These children will be monitored closely by the class teacher and will be reviewed by the SENCO at least termly.

SEND Support

The trigger for SEND Support is concern about a child who, despite receiving differentiated learning opportunities such as interventions:

- Makes little or no progress, even when teaching approaches are targeted to address weaknesses
- Shows signs of difficulty in developing Literacy or Mathematical skills which result in poor attainment in other curriculum areas
- Presents persistent emotional or behavioural difficulties, and has not responded to behaviour management techniques usually employed by the school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

This child will then be listed on the SEND register as SEND Support and a Pupil Passport and Personalised Plan will be put in place. The class teacher, in consultation with the child's parents/carers and the SENCO will decide upon the support needed to help the child's progress and targets.

This support may be:

- Provision of further differentiated learning materials or specific equipment
- Intervention programmes that are additional to and different from the usual curriculum
- Support from outside professionals from health, social services, Primary Behaviour Support Service or Educational Psychology Service

Education Health and Care Plan (EHCP)

In very few cases, it may be necessary for the school to consider, in consultation with parents/carers and any outside agencies involved, whether an Education, Health and Care Plan is necessary. This will only be considered after a period of purposeful intervention has taken place. We will use Local Authority criteria to support this decision.

At all stages of the Special Educational Needs and Disabilities process the school keeps parents/carers fully informed and involved. We take account of the wishes, feelings and knowledge of parents/carers at all stages. We encourage parents/carers to become fully engaged in helping with their child's educational needs.

Parent and Child Partnership:

Partnership with parents/carers

- Parents/carers are notified as soon as possible if we have any concerns and there is always a willingness to listen to issues brought forward for discussion
- We share information with parents/carers in informal conversations and individual meetings
- Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the child both in school and at home, normally as part of parent evenings
- We promote a culture of co-operation between parents, schools, LAs and other professionals. This is important in enabling any child with SEND to achieve their full potential
- We respect the differing needs of parents/carers, such as a disability or communication and linguistic barrier
- Parents/carers voice is captured in their child's Pupil Passport and when discussing their child's Personalised Plan

The voice of the child

- Children participate, where possible, in decision making processes, including setting targets, where appropriate.
- Their voice is captured in their Pupil Passport, Pupil Conferencing and in Personalised Plan reviews.

Staff Development:

- All staff are involved with further training in line with the priorities identified in the School Strategic Plan.
- We have staff meetings where SEND issues are discussed. These are related to specific concerns relevant to the needs identified or in ensuring that staff keep up to date with information and legislation.
- The SENCO attends relevant training and disseminates the details to all the staff as is Appropriate.
- Individuals can access training that is necessary for their professional development
- The school's policy and procedures for SEND are shared with NQTs and new staff.

Transitions:

Transitions times for children are very important and at Manor Field Infant school we try to ensure smooth and planned transition whether the children are starting school, leaving to a different school or moving on to a junior school. To aid their transition to offer;

- Transition Partnership Agreement Meetings - this is when the new school and old school meet to discuss the transition and create a plan with parents/ carers.
- Move up days and Meet the Teacher
- SENCO's from both school will meet to discuss relevant information
- Class Teacher will pass on relevant information to the new school
- The school will contact Nurseries and Pre-school to arrange meetings
- The Class Teachers and SENCO will meet with Parents/Carers

Admission arrangements:

In accordance with DFE Circular 6/93 (Admissions to mainstream schools) no child identified with special educational needs, with or without an Education, Health and Care Plan, will be discriminated against when applying for admission to this school. All children will be considered for admission under the terms of the school's Admission Policy.

Access for the Disabled:

All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage.

The school has provided some access for disabled pupils through ramped access to the top end of the school and toilet facilities next to Butterfly Class. The needs of the child will be

taken into account when considering timetabling arrangements in order to ensure full access to the curriculum is available.

Complaints:

Parents and carers are welcome to discuss decisions made by the school through discussion with the relevant class teacher or SENCO.

If a parent is not wholly satisfied with the response they receive, the Governing Body recommends that complaints from parents of children identified with SEND concerning the provision made should be directed to the Head Teacher who will use the criteria contained in the school's complaints policy to deal with the matter.