

# Manland Primary School

## SEND and Inclusion Policy



<b>Last Review by School</b>	March 2025
<b>Next Review by School</b>	March 2026

### **School Context**

Manland Primary is a one form entry primary school in a popular Hertfordshire town. Children come from a more varied range of socio-economic backgrounds than might be anticipated by its position in the town. Most pupils are of 'White British' heritage and the proportion from minority ethnic groups is small, but growing. A number of pupils speak English as an additional language. The number of pupils who leave or join the school at other than the usual times is similar to that found nationally. A minority of pupils are known to be eligible for free school meals. The proportion of disabled pupils and those with special educational needs is below the national average, as is the number of pupils with a statement of special educational needs. The number of children said to belong to 'vulnerable groups' is small and it is important that the progress of these children is closely tracked and their individual needs addressed. As is appropriate, additional funding such as the pupil premium and specific SEND funding is allocated to target the progress of these children.

The school is well supported by parents/carers and the community, with a strong PTA, wrap around provision and our 'Friends of Manland' charity.

### **Who was involved in creating this policy?**

This Policy was created by the school's Senior Leaders with the Inclusion Governor in liaison with the staff and parents/carers of pupils with SEND.

***Our Inclusion Leader Mrs Kemp, can be contacted through the school either by telephone 01582 713452 or email inco@manland.herts.sch.uk. Our Inclusion Leader is a member of the Senior Leadership Team (SLT).***

### **Reference to statutory legislation**

This policy refers to Part 3 of the Children and Families Act 2014, the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014. Full consideration has been given to the Code of Practice SEND 0-25 years (January 2015)

This Policy complies with the statutory requirement laid out in the SEN code of Practice 0-25 (January 2015) and has been written with reference to the following guidance and documents.

- Equality Act 2010
- SEND Code of Practice 0-25 (January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

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## **1. School objectives and Inclusion**

At Manland Primary school we believe that all of our pupils, regardless of gender, ethnicity, ability, disability or sexuality are entitled to a high-quality education that will maximise their life chances. All pupils are entitled to an education that enables them to:

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

## **2. Definition of Special Educational Needs and Disability**

The SEND Code of Practice states that a pupil has a SEND if they have a learning difficulty which requires Special Educational Provision to be made for them. In this context, a pupil has a learning difficulty if they have a significantly greater difficulty in learning than the majority of pupils of their age. It also covers a pupil who has a disability that hinders or prevents them from making use of educational facilities provided in schools for pupils of a comparable age.

Through high quality teaching we aim to meet the needs of all children including challenging and progressing the learning of our most able pupils.

A child or young person has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty learning than the majority of others of the same age, or
- have 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 or mainstream post-16 institutions.

## **3. Aims and Objectives of this Policy**

At Manland Primary School we believe that all pupils, including those identified as having additional educational needs or a disability, have a common entitlement to a broad and balanced academic and social curriculum and should be fully included in all appropriate aspects of school life.

We aim to meet the definition of Special Educational Needs as stated in the Code of Practice 2015.

We adhere to the SEND Code of Practice (2015) and aim to meet the needs of pupils with Special Educational Needs and Disability as follows:

- Ensure that all pupils have access to a broad and balanced curriculum
- Enable every pupil to take part in and contribute fully to school life, including extra-curricular activities where appropriate
- Ensure equal opportunities for all pupils to play a full part in school life in a way that is best suited for them
- Provide high quality teaching, adapted for pupil's needs. This includes effective teaching strategies and making reasonable adjustments in the classroom to identify and support our vulnerable pupils
- Assess regularly and consistently the academic and social and emotional needs of all our pupils
- Work in close partnership with pupils, parents and carers in meeting the needs of the pupil through a cyclical process of assessing need, planning action, implementing strategy and reviewing the effectiveness of these

- Provide pupils, parents and carers opportunities to share their views and wishes and give careful consideration to these
- Ensure the early identification of all pupils requiring SEND provision and target their needs effectively
- Plan adjustments, interventions and support based on the needs of the child
- Ensure that all staff working with pupils with SEND are aware of the procedures for identifying, supporting and teaching them
- Work in close partnership with outside agencies to support the needs and provision for pupils with SEND. To ensure continuity for pupils when transferring between classes or schools through carefully planned transitions
- Have high expectations for all pupils so that they reach their individual potential.
- Promote the self-esteem of pupils with SEND by acknowledging and celebrating the progress they have made and their individual successes.
- Work within the guidance provided in the SEND Code of Practice 2015
- Operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- Provide a Special Educational Needs Co-ordinator, the Inclusion Leader, who will work with the SEND Inclusion policy
- Monitoring by the Inclusion Governor

#### **4. School’s approach to teaching pupils with SEND**

##### **Quality First Teaching**

Our policies and practice endorses high quality teaching as the first stage in supporting a pupil who may have a special need and disability (as stated in the Code of Practice, 2015). All staff at Manland have a responsibility to provide all children (including vulnerable learners) with the opportunities that will help them reach their full potential.

The key characteristics of high quality teaching include:

- highly focused lesson design with clear objectives
- high demands of pupil involvement and engagement with their learning
- appropriate and differentiated teacher questioning, modelling and explaining
- emphasis on learning through dialogue
- opportunities to learn in a range of contexts and through varying teaching and learning styles
- a differentiated curriculum to support the needs of all children
- accurate and regular assessment of children’s learning which is used to inform teaching and learning
- opportunities for multi-sensory learning
- inspiring children to enjoy their learning
- regular use of encouragement and authentic praise to engage and motivate pupils
- adapted scaffolds in place to ensure children can access the learning

#### **5. School’s approach to identification**

Children with SEND needs may be identified by one of the following means:

- Discussions with parents: we have a close working relationship with our parents built upon mutual trust and respect. We encourage parents to speak to the class teacher or the SENCo, if they have any concerns or questions about their child’s needs
- Discussions with a pupil’s previous school/setting.
- Class teachers constantly monitor and assess the children in their class. If they observe that a child is making less than expected progress given their age and individual circumstances,

or they have any concerns about a child's social and emotional needs, they will speak with the parents and the SENCo.

- Pupil progress meetings are held termly between the class teacher and the senior leadership team, (SLT), to review and discuss all pupils' attainment and progress in accordance with their individual circumstances.

## **6. School's approach to involving parents/carers and listening to pupils' views**

At Manland Primary School, we believe that it is important to have a close working relationship with parents and families. We listen to the views, wishes and feelings of the child and their parents, understanding the importance of involving both as fully as possible in decisions about the school life of the child. In doing, so this enables us to:

- Understand and focus on the child as an individual.
- Develop our knowledge of the child's strengths, needs and wishes.
- Make an earlier and more accurate identification and assessment of SEN.
- Implement the correct intervention and provision, tailoring it to the individual.
- Monitor the social and academic progress of the child. Where outside agencies are involved, the SENCo will liaise closely with the parents and agency professionals. For more information, parents are guided to the Local Authority Local Offer and the school's SEND Information Report (School Offer) which is published on the school's website.

Useful Links:

- The Hertfordshire SEND Local Offer - The Local Offer lets parents and young people know what special educational needs and disabilities services are available in Hertfordshire, and who can access them.  
<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>
- DSPL7 – (Delivering Special Provision Locally) Information on Special Educational Needs and Disabilities for education settings and families.  
<https://www.dspl7.org.uk/>

## **7. SEND Support**

Support for Special Educational Needs and disabilities means educational provision which is additional to, or different from, the educational provision made generally for pupils of their age in school. Many pupils overcome their difficulties; others may require further long-term support.

These difficulties may be identified before a pupil has entered school or they may come to be recognised at a specific point in their education.

Pupils must not be regarded as having learning difficulties solely because their language, or form of home language, is different from that in which they are taught.

Unwanted behaviours, along with persistent disruptive or withdrawn behaviours do not necessarily mean that a pupil or young person has a SEND and should not automatically lead to a pupil being registered as having SEND.

Slow progress and low attainment do not necessarily mean that a pupil or young person has a special educational need or disability and should not automatically lead to a pupil being registered as having SEND.

## **8. Equality and Inclusion**

Many pupils and young people who have special educational needs may have a disability under the Equality Act 2010 – that is “...a physical or mental impairment which has a long-term substantial adverse effect on their ability to carry out normal day-to-day activities.”

This definition provides a relatively low threshold and includes more pupils than many realise:

'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

This definition includes sensory impairments such as those affecting sight or hearing, as well as long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Pupils and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled pupils and young people and those with SEND. Where a disabled pupil or young person requires special educational provision, they will also be covered by the SEND definition.

As a school, we observe two key duties:

- We must not directly or indirectly discriminate against, harass or victimise disabled pupils and young people.
- We must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled pupils and young people might require and what adjustments might need to be made to prevent that disadvantage.

Please refer to Manland's Equality Plan on the school's website for further information.

## **9. Categories of SEND from the Code of Practice (0-25) 2015**

### **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>



AREA OF NEED	
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• 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</li> </ul>
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"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <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"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

At Manland, once it has been identified that ‘Quality First Teaching’ is not meeting the child’s needs, the school will take action to put further effective provision and adjustments in place. Class teachers will meet with our Vulnerable Learners Lead. They will complete a ‘cause for concern form’ and put in place a plan of support and a review date. Once this cycle of assessment, planning and monitoring has taken place, then the SENCo and class teacher will meet with parents and pupils for further SEND support. This will take the form of a four-part cycle of: Assess, Plan, Do and Review.

## **10. The ‘Assess, Plan, Action and Review’ Process for children with a SEND**

### **Assess**

Class teachers and the Inclusion Leader will work together to assess the needs of pupils in their classroom in line with the SEND 4 Broad Areas of Need (SEND Code of Practice 2015):

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties,
- Sensory and/or Physical needs
- In order to identify and assess pupils with SEND early, a variety of information is gathered and actions undertaken:
- Data is analysed to identify any potential gaps, including classroom assessments, baseline assessments or termly whole-school progress data
- Discussions with teachers, parents and carers or pupils
- Information and advice from external agencies is discussed
- Targets from existing annual review meetings for children with Education, Health & Care plans are reviewed

If the class teacher and the Inclusion Leader have any concerns related to these areas, parents and carers will be invited to share their views at a formal meeting.

If all stakeholders agree, the child will be placed on the SEND register. Children will only be placed on the SEND register with parental agreement.

### **Plan**

Where children are not making expected progress and/or identified as having an additional need the school will inform parents and carers.

Manland highly regard the views of pupils, parents and carers when planning any support or intervention and encourage involvement throughout the whole cyclical process.

The support and intervention planned will be selected to meet the outcomes of the pupil.

In conjunction with the class teacher, Inclusion Leader, pupil, parents and carers, adjustments, interventions and support will be put in place that have defined intended outcomes and a date for review.

### **Specialist Support**

Manland may involve specialists at any point to advise us on early identification of SEND and effective support and interventions. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we will consider involving specialists, matched to the pupil's area of need.

The pupil's parents/carers will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents/carers and teaching staff supporting the pupil.

### **Action**

Where support or an intervention is put into place the class teacher continues to be responsible for the child. Support and interventions may take any (or a combination of) the following approaches:

- adoptions within class
- targeted adult support within the class
- reasonable adjustments within the classroom e.g. additional reading time
- small group or individual additional support in class
- small group or individual interventions outside the class (these will be strictly monitored to ensure that children's access to the full curriculum is not impeded)
- monitored using the "Assess, Plan, Do, Review" cycle. This will be reviewed each term with parents and carers
- access to materials in other languages
- peer support
- additional physical resources
- parenting support groups
- provision maps: class provision mapping of class teaching, reasonable adjustments and interventions
- invited to attend lunchtime club

## **Review**

When putting any support or provision in place the school will monitor and evaluate its effectiveness. This is achieved in the following ways: -

- Assessment of outcomes against a pupil's starting point following a specific intervention
- Formative and termly summative assessments
- Members of the senior leadership team meeting with class teachers to discuss pupil progress and attainment
- Where an assess, plan, do review cycle is in place, review meetings will take place each term.
- Classroom and playground observations where appropriate
- Work sampling
- Teacher termly meetings with the Inclusion Leader
- Interviews with pupils and their parents and carers
- Regular meetings between the Inclusion Leader and Headteacher

## **11. Record keeping, monitoring and data management**

### **SEND Records**

#### **The Inclusion Register**

The SEND Code of Practice (2015) states that provisions made for pupils with a SEND should be maintained. In these instances, parents and carers will be informed if their child meets the criteria to be registered on our Inclusion register.

If it is felt that pupils are making progress which is sustainable and/or a pupil's circumstance changes then they may be taken off of the Inclusion register. If this is the case then the views of the teacher, Inclusion Leader, pupil and parents/carers need to be taken into account, as well as that of any other professionals involved with the pupil. If it is agreed by all to take the pupil off of the SEND register then all records will be kept in line with the school's Record Retention Policy and passed on to the next setting as appropriate. The pupil will continue to be monitored through the school's monitoring procedures, such as pupil progress meetings.

If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

## **12. Education, Health and Care Plans (EHCPs)**

Most children with a SEND will have their needs or disabilities met within the mainstream school setting. However, for some children an EHC assessment may be requested from the Local Authority (LA). Following the assessment, the LA will decide whether provisions should then be formulated into an EHCP for the child. Throughout this process, the Inclusion Leader and other relevant members of staff will work closely with the parents/carers and the child.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care. To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child
- provide a full description of the child's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

A local authority must conduct an assessment of education, health and care needs when it considers that it may be necessary for special educational provision to be made for the child or young person in accordance with an EHC plan. The factors a local authority should take into account in deciding whether it needs to undertake an EHC needs assessment are set out in paragraphs 9.14 to 9.15 in the Code of Practice for Special Educational Needs and Disabilities (2014.) The factors a local authority should take into account in deciding whether an EHC plan is necessary are set out in paragraphs 9.53 to 9.56. The EHC needs assessment should not normally be the first step in the process, rather it should follow on from assessment, planning and intervention already undertaken within the school.

When setting up Education Health Care Plans the school will work in liaison with the local education authority and comply with the procedures and requirements as set out in the Special Educational Needs and Disabilities Code of Practice (June 2014.)

If it is agreed a pupil should have an EHC plan or a child transitions to the school with an EHCP in place, the Inclusion Leader will work closely with the pupil, family, all relevant agencies and Local Authority to meet the provisions specified in the plan. The Inclusion Leader will oversee and co-ordinate the implementation of the EHCP. The Inclusion Leader will organise an annual review where the pupil, parents and any agency involved are invited to review the outcomes of the EHCP and set new targets for the year ahead.

Children with an EHCP undergo the review process as outlined in their EHCP in addition to termly reviews. This gives a full account of the child's progress to the parents and a multi-professional panel. It may maintain, modify or change the original provision of the EHCP if it is necessary.

### **13. Roles and Responsibilities**

- Senior Leaders are responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- The Headteacher and the governing body will delegate the day to day implementation of this policy to the Inclusion Leader
- The Headteacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
  - analysis of the whole-school pupil progress tracking system,
  - maintenance and analysis of a whole-school provision map for vulnerable learners,
  - pupil progress meetings with individual teachers,
  - regular meetings with the Inclusion Leader
  - discussions and consultations with pupils and parents.

#### **Inclusion Leader**

In accordance with the SEND Code of Practice (2015), the Inclusion Leader will oversee the day – to – day operation of this policy as follows: -

- Supporting teachers and liaising with the SLT to identify children with a potential SEND
- Coordinating the planning of provision for children with a SEND
- Coordinating the delivery of effective provision for children with a SEND
- Managing other classroom staff involved in supporting vulnerable learners
- Supporting teachers and liaising with the SLT to review provision for the SEND
- Implementing a programme of Annual Reviews for all pupils with an EHCP and organising or complying with requests from an Education Health and Care Plan Coordinator to participate in a review
- Carrying out referral procedures to the Local Authority for an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention, that a pupil may have a special educational need which will require significant support
- Contributing to the in-service training of staff
- Maintenance and analysis of whole-school provision map for vulnerable learners
- Management of a register for children agreed to have a SEND
- Overseeing the records and managing a register for all children with a SEND
- Liaising closely with a range of outside agencies to support vulnerable learners
- Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs),
- Liaising and consulting sensitively with parents and families of pupils on the SEND register, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers.

#### **Class Teachers**

Class Teachers are responsible for ensuring all pupils receive high quality teaching. They will liaise with the Inclusion Leader to achieve the following: -

- Assessing pupil's needs effectively
- Identifying non-SEND pupils that are underachieving and addressing gaps in planning and teaching
- Identifying SEND pupils requiring additional support and discussing with the Inclusion Leader whether their child should be on the Inclusion Register

- planning appropriate adjustments, interventions and support to children with a SEND
- match the outcomes identified for the pupil
- regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum
- retain responsibility for the pupil, including working with the pupil on a daily basis
- make themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- Liaise directly with parents/carers of pupils with SEND

### **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.

### **All other staff working with children:**

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND
- use the school's procedure for giving feedback to teachers about pupils' progress
- work as part of a team with the Inclusion Leader and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class
- assist the teacher in monitoring a child's progress

### **The Governing Body**

The SEND link governor is Ajeet Bagga. The Governing body will ensure that: -

- SEND provision is an integral part of the school's improvement/development work
- the necessary provision is made for any pupil with SEND
- they have regard to the requirements of the Code of Practice 2015
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they monitor the implementation of the school's SEND and Inclusion policy
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- the quality of SEND provision is regularly monitored
- the progress and attainment of pupils with special educational needs and/or looked-after pupils are monitored and evaluated when reviewing the effectiveness of the school's support for pupils with SEND
- they, and the school as a whole, are involved in the development and monitoring of this policy.

## **14. Working together with others/Links with external professional agencies**

The school recognises that it will not be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

- Speech and language therapists
- NESSie
- Specialist teachers or support services (ISL – Integrated Service for Learning)
- Educational psychologists
- DSPL 7
- Occupational therapists, speech and language therapists or physiotherapists
- LINKS
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Communication and Autism Team

### **Access Arrangements of National Standardised Tests**

Class teachers, in partnership with the Inclusion Leader, are responsible for ensuring that pupils are able to access assessments carried out within their class. If a pupil's needs mean that they are unable to access standardised tests then the Inclusion Leader will liaise with the class teacher to assess pupils' eligibility for access arrangements for national external assessments.

## **15. Accessibility**

- The school has an accessibility plan in place
- The school has two stair lifts offering access to the hall
- There are ramps to the single and double mobile
- Auxiliary aids, such as sound systems to help children access the school
- One of the ground floor toilets is specially adapted for wheelchair users and people with limited mobility (the pupils' toilet blocks also have disabled access toilets)
- The school has a first aid point in the office
- Specialist teachers and other professionals have the use of the Pluto room for working with individuals or small groups
- Specific medication for individual pupils is stored in the office. A parent/carer may be asked to attend the school to administer the medication.

## **16. Training and expertise of staff**

Regular training opportunities are planned in house by the SENCo. Specific training is undertaken where required. Training is also provided by the Outreach Services and specialist advisory teachers. The SENCo regularly attends the Local Authority network meetings to keep up to date with local and national updates in SEND.

## **Children in specific circumstances**

## **17. Inclusion of pupils with English as an additional language**

### **Definition**

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

## **Ethos**

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.

## **Admissions**

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils with EAL will be admitted on the same criteria as any other pupil applying for a school place. Where parents do not speak English, we endeavor to provide oral and written information and help in their first language which will facilitate the admission process and provide key information about our school. On admission support and provision will be put in place which recognises their linguistic needs and provides a safe and secure start to their learning.

## **Provision**

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through quality first teaching.

The following provision can be expected:

- Initial assessment of EAL using to record stage of language acquisition where it is below age-related expectations,
- A language assessment may be applicable where SEND is known or where further information needs to be gathered in the pupil's first language,
- Work in class will be adapted for the pupils to lessen linguistic difficulties without significantly reducing academic challenge.
- Additional support for pupils may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary and use of visual prompts.

## **Parental support**

We recognise that some parents or carers who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the school by, wherever possible, providing interpreting facilities at parents' evenings and other school meetings and by providing key school information in translated format. When pupils arrive in Reception sessions are held and families are invited to participate in to understand how they can support their children.

## **18. Inclusion of pupils who are Looked After in Local Authority Care, Previously Looked After or in Kinship Care**

Our school recognises that:



- Children who are looked after in local authority care, previously looked after or in kinship care, have the same rights as all children but may have additional needs due to attachment issues, early neglect and/or other forms of abuse, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- There are commonly understood reasons why these children often fail to make expected progress at school:
  - Placement instability,
  - Unsatisfactory educational experiences of many carers,
  - Too much time out of school,
  - Insufficient help if they fall behind,
  - Unmet needs - emotional, mental, physical.
- There is a statutory requirement for all schools to have a designated teacher for looked after children, previously looked after or in kinship care. At Manland this is our Inclusion Leader. The responsibilities of our designated teacher include:
  - monitoring the progress of these children to ensure that they have the best life chances possible and access to the full range of opportunities in school,
  - ensuring that these children have access to the appropriate network of support,
  - checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months,
  - ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals,
  - preparing a report on the child's educational progress to contribute towards the statutory review (these are usually held at six monthly intervals or more frequently if there is a concern),
  - discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team,
  - liaising with the child's social worker to ensure that there is effective communication at all times,
  - celebrating the child's successes and acknowledge the progress they are making.

Our school will work closely with the Hertfordshire's Virtual School (VS) for Children which promotes the educational needs of children looked after, previously looked after and in kinship care, and monitors admissions, PEP completion, attendance and suspensions.

### **19. Inclusion of pupils who in receipt of the Pupil Premium Grant**

The aim of our Pupil Premium Strategy is to raise the attainment of disadvantaged pupils of all abilities and to diminish the difference in achievement between them and their peers.

Analysis shows that the barriers to educational achievement faced by eligible pupils of the school can be based on a range of factors including social aspects, learning capacity, relationships and special educational needs and disabilities (SEND).

For further information please refer to the Pupil Premium Strategy on our website.

### **20. Inclusion of pupils with medical conditions**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical

education. Some pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs and disabilities (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs as well as their special educational provision. The SEND Code of Practice (2015) is followed.

## **21. Inclusion of pupils from ethnic minorities**

The Inclusion Leader will also oversee the day-to-day operation of ethnic minority achievement. This will include: -

- Whole-school provision map for vulnerable learners
- Advising on and coordinating provision for children with additional needs relating to ethnic or linguistic background
- Working collaboratively with teachers to plan for and teach children with EAL as part of mainstream teaching practice
- Managing other classroom staff involved in supporting ethnic/linguistic minorities,
- Overseeing the initial and on-going assessment records on all children with EAL,
- Liaising with parents of ethnic and linguistic minority children, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress,
- Meeting termly with each teacher to review the linguistic progress of children learning EAL and establish next steps in learning,
- Evaluating regularly the impact and effectiveness of all additional interventions for children from cultural and linguistic minority backgrounds,
- In collaboration with the Year 6 class teacher, overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils with EAL
- Contributing to the in-service training of staff,
- Supporting the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the school
- Advising on and sourcing bilingual and culturally reflective materials to support children's learning across the curriculum
- Advising on and sourcing interpreters and materials in translation to ensure that bilingual parents have equality of access to essential information

## **22. Safeguarding, including anti-bullying and e-safety**

We are committed to providing a safe environment, where all of our children can learn confidently and build resilience. The school Anti-Bullying Policy lays out the school's stance and response to any incidences of bullying.

We know who our pupils are with special educational needs, disabilities, or additional health needs and recognise that they may face additional barriers, that can include:

- assumptions that indicators of possible abuse, such as behaviour, mood and injury, relate to the child's impairment without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- assumptions that children with SEND can be disproportionately impacted by things like bullying - without outwardly showing any signs
- communication barriers and difficulties in managing or reporting these challenges
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.
- reluctance to challenge carers (professionals may over-empathise with carers because of the perceived stress of caring for a disabled child)

- disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased
- a disabled child's understanding of abuse
- lack of choice/participation.

Manland Primary School ensures that our Designated Senior Leader, Deputy Designated Senior Leader and SENDCO have the appropriate training, so they are able to take the leadership of this crucial area of our safeguarding arrangements.

### **23. Funding and Resources**

The Hertfordshire Descriptors of Need for Mainstream and Specialist Provisions sets out Hertfordshire's approach to funding the special educational provision expected for children and young people in a mainstream school or early years setting.

The descriptors are used to identify the level of support for pupils in a variety of circumstances:

- Pupils whose needs can be met from a school's own resources (Universal and Universal+)
- Pupils who are going through an Education, Health and Care Needs Assessment (EHCNA)

Schools and settings making an application to the LHNF panels.

Further information can be found on the Hertfordshire Grid:

**<https://thegrid.org.uk/send-and-additional-needs/ehcps-and-funding/funding-hnf-and-lhnf>**

### **24. Transition**

All documentation about special needs included in a pupil's record is transferred between schools. An additional induction day at some receiving secondary schools, is arranged for some students with SEND and other vulnerability factors.

Some pupils are nominated for an additional transition day between year groups at the start of September.

### **25. Complaints process**

The school has a complaints procedure which can be found on the school website.

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher, Inclusion Leader and Headteacher. 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 class teacher, Inclusion Leader and Headteacher in the first instance. They will be handled in line with the school's complaints policy <https://manland.herts.sch.uk/download/complaints-guidance/>

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.

To find out about disagreement resolution and mediation services in our local area, <https://www.hertfordshire.gov.uk/microsites/local-offer/feedback/feedback.aspx>

### **Who can support me to raise a concern or complaint?**

- **POhWER** offer advocacy and support services in Hertfordshire

- **SENDIASS** are an impartial information, advice and support service for parents and carers of children with special educational needs and disabilities (SEND), and young people and children with SEND.
- **IPSEA** offers free and independent advice about getting the right support for children and young people with SEND.

## **26. Links to other school policies/documents**

- SEND Information Report (Local Offer)
- Anti-bullying Policy
- Behaviour Policy
- Complaints Policy
- Data Protection Policy
- Equality Scheme (includes Policy and Action Plan)
- Supporting Pupils with Medical Conditions Policy

All other policies are available on the school website or from the school office.

## **27. Review of SEND Policy**

This policy was developed through consultation with staff, governors, parents, carers and pupils.

The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year.