



MANBY LODGE INFANT SCHOOL

Special Educational Needs and Disability (SEND) Policy

Policy reviewed: Spring 2026
Date of next review: Spring 2027

INTRODUCTION

At Manby Lodge our regard for children's safety is paramount. All our policies are developed with a high priority on children's safety and reflect our safeguarding policy. All our school policies are interlinked and should be read alongside others, including our Relationships and Behaviour policy, Anti-Bullying policy, Intimate Care policy, Supporting children with Medical Needs policy, and the SEN Information Report.

This SEND policy is written to comply with the Government's legislation; Children and Families Act (2014) and the Department for Education's SEN Code of Practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>, together with the Equality Act 2010. The Local Authority has a significant role to play in SEND provision and support – see Surrey's Local Offer <https://www.surreylocaloffer.org.uk/>. We follow key Surrey guidance, particularly the Surrey Ordinarily Available Provision: <https://www.surreylocaloffer.org.uk/practitioners/resources/ordinarily-available-provision> and the Surrey Inclusion and Additional Needs offer: [Surrey Inclusion and Additional Needs service offer - Surrey County Council](#).

AIMS

Our aims are:

- To identify, at the earliest possible opportunity, difficulties or barriers to learning and participation for children with SEND
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND and all it entails
- To work closely with external support agencies, where appropriate, to support the need of individual children
- To ensure that all staff have access to training and advice to support quality teaching and learning for all children

DEFINING SEND

At Manby Lodge we use the definition for SEN and for disability from the SEND Code of Practice (2014).

SEN - 'a child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.'

Special educational provision – 'means education or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England'.

Disability – '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'.

THE SEND CODE OF PRACTICE

The Code of Practice provides statutory information for organisations which work with and support children and young people who have special educational needs or disabilities. Within it, there are four broad categories of need identified below:

<p>Communication and Interaction Including pragmatic skills, receptive language (understanding) and expressive language (words used), attention and listening skills, reluctant talkers.</p>	<p>Cognition and Learning Including difficulty with memory, task organisation, completing tasks, concentration, transferring and applying learning, time management skills, self-assessment skills, information processing skills, letter and/or number recognition and recording, phonic applications, spelling, reading accuracy, reading speed, reading comprehension, learning and application of number facts, organising ideas for writing, developing writing.</p>
<p>Social, Emotional and Mental Health Including self-monitoring and regulation skills, self-esteem, attachment and relationship building, anxiety, resilience, self-confidence and self-awareness, behaviour and attention and focus.</p>	<p>Sensory and/or Physical needs Including fine motor skills, gross motor skills, hearing impairment, visual impairment, sensory processing, visual stress</p>

Some children with medical needs may also have additional needs as above.

A child's special educational needs may come under one, more than one, or all these areas.

We use a **graduated response** for identification and provision of children with additional needs in school. All children are closely monitored and their progress tracked each term (universal). Children with additional needs who are put on the school SEND register will be categorised as SEND support (school SEND or specialist SEND). Where necessary, following a request to the local authority, a child may receive an Education, Health and Care Plan (EHCP).

Very few children receive EHCPs (4.8% nationally). An EHCP is a statutory document and though reviewed annually, it can remain in place until the child turns 25. Only children with significant SEND are likely to receive an EHCP. <https://www.surreycc.gov.uk/children/support-and-advice/local-offer/parents-and-carers/ehcp>

At Manby Lodge we work closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experience of and hopes for their child. Parents are invited to be involved at every stage of planning and reviewing SEND provision for their child. All children benefit from 'High Quality Teaching': this means that teachers are expected to assess, plan and teach all children at the level which allows children to make progress. ~~within their learning~~. In addition, we implement some additional support and focused interventions to help identified children with their particular needs. We regularly review the impact of our provision and support.

We have high expectations of all our children and aim for them to make excellent progress, whatever their starting point.

KEY ROLES AND RESPONSIBILITIES

- **Class teachers** are responsible for the progress and development of all children in their class. They provide high quality teaching, personalised to meet the needs of individual children as necessary. This is the first step in responding to those with special educational needs. Class teachers are responsible for identifying any child who is making less than expected progress and adjusting their teaching to provide targeted support to address the identified barriers.

If progress continues to be less than expected, the class teacher, supported by the SENCO, will assess and consider whether they believe the child to have special educational needs. If you have any concerns about your child, you can contact your child's class teacher through the school office on secretary@manby-lodge.surrey.sch.uk or 01932 851848, or catch them at the classroom before or after school to arrange an appointment.

- **The SENCO** (Special Educational Needs Co-ordinator) has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual children with SEND, including those who have Education, Health and Care Plans. Part of the role of the SENCO is to refer to and coordinate inclusion agency involvement and recommendations for specific children. The SENCO is Mrs Saffer. Mrs Saffer is also the Deputy Head and can be contacted on secretary@manby-lodge.surrey.sch.uk or by phoning 01932 851848.
- The Governing Body has a duty to comply with the provision of the Special Educational Needs and Disability Code of Practice and to decide on the school's general policy and approach to meeting a child's special educational needs. The Governor with particular responsibility for SEND is John Clark.

If you have any concerns about your child's progress or needs they should be shared in the first instance with their class teacher since he or she is the person who knows them best.

IDENTIFYING CHILDREN WITH SEND

Children with SEN are identified using a range of approaches. The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress despite High Quality Teaching they are discussed with the SENCO and/or Year Group Leader and interventions are put in place. Termly SEN meetings also give teachers a chance to discuss needs and barriers children may have with the SENCO, and plan provision and next steps as necessary.

Class teachers continually assess children's progress and outcomes. If they observe that a child that is making less than expected progress, they will seek to identify a cause. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers

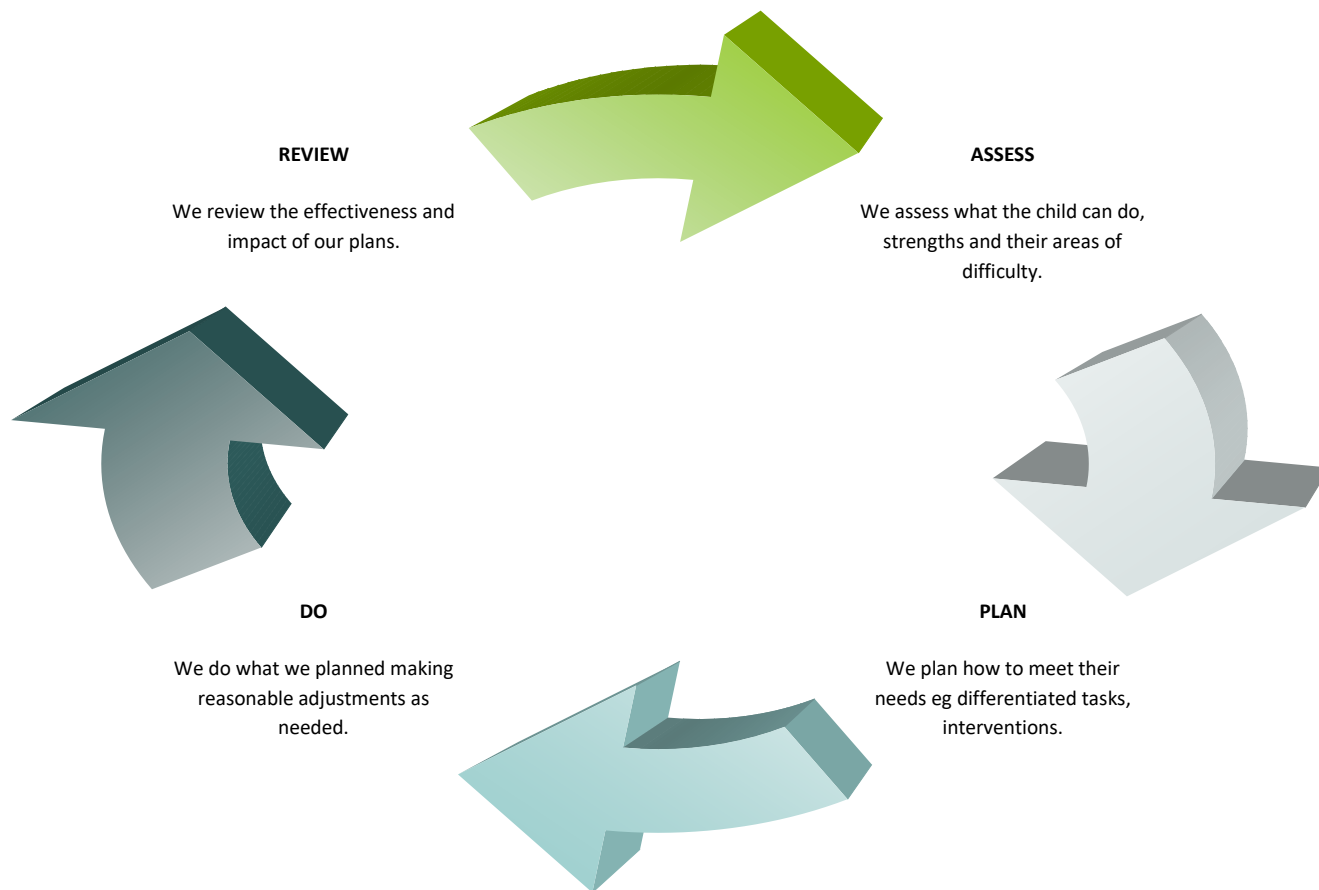
WORKING WITH PARENTS AND CHILDREN

We aim to have positive and informative relationships with all our parents. If a child is experiencing difficulties, parents will be informed as soon as possible during ~~an informal~~ a meeting to discuss the child's progress.

Once a child has been identified as potentially having SEN, the class teacher **may:** ~~will invite the parents to a meeting to:~~

- discuss putting them on the SEN register and explaining what that means
- discuss assessments that have been completed in school
- agree a SEN Support plan, provision and next steps going forward

Thereafter, SEN plans are shared regularly with parents and they are invited to contribute to them. This is part of the graduated approach cycle of **'Assess, Plan, Do, Review'** required in the Code of Practice.



ASSESS

We regularly assess all needs so that each child's progress and development is carefully tracked and compared to their peers and national expectations. We will also listen to the views and experience of parents/carers and children.

In some cases, we will draw on assessments and guidance from other education professionals, where appropriate.

We will place the child on the school SEN register where it is deemed a child's needs are significant and they will continue to need long term interventions over and above others in their chronological year group, in order to make good progress. This will be in consultation with parents/carers. The school SEN register has two categories:

- SEN Support (school SEN or specialist SEN)
- Education Health Care Plan (EHP)

A child can be monitored and receive additional support without being added to the school SEN register. A child may be removed from the school SEN Register, and long-term interventions may cease, if significant progress has been made and maintained.

This agreement would be in consultation with SENCO, parents/carers, class teacher and any other relevant staff members.

PLAN

Where SEN support is required the teacher, SENCO and any other relevant support staff will put together a plan outlining the adjustments, interventions and support which will be put in place for the child as well as the expected impact on progress and outcomes, including a date when this will be reviewed.

Parents/carers will be consulted. Outcomes and small step targets for the child will be shared with them using simplified language. A SEN plan will be written and reviewed every half term (6 weekly) when the child is on the SEN register. All staff who work with the child will be made aware of the plan.

DO

The teacher is responsible for working with the child each day. They will also liaise closely with the support staff or specialist staff who provide support set out in the plan and monitor the progress being made.

Where interventions involve group or one to one teaching away from the main class or class teacher, the class teacher will still retain responsibility for the child. They will work closely with any Teaching Assistants or specialist staff involved in the plan and assess the impact of support and interventions and how these can be linked to classroom teaching.

The SENCO will provide support, guidance and advise staff.

REVIEW

The plan, including the impact of the support and interventions, will be reviewed regularly by the teacher, SENCO and, parent/carer and the child. This will inform the planning of next steps for a further period or, where successful, the removal of the child from SEN Support. For those with an EHCP there will be an annual review, shared with the Local Authority.

DOCUMENTATION FOR CHILDREN ON THE SEN REGISTER

Once a child has been identified as meeting the criteria for SEND they will be added to the SEN register. The following paperwork is then completed:

- Annually, a one-page-profile is used to record the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. This is completed by the parent/carer or staff members. The information may be updated during the year.
- A SEN Support Plan is created by the class teacher and includes the views of the parents. The plan records specific targets for the child to achieve, together with the personalised provision put in place to enable the child to achieve these targets.
- The SEN Support Plan targets are reviewed twice in the Autumn term (transition targets and then end of term targets), and termly after this. Parents will be invited to meet with the class teacher and discuss progress and SEN targets before plans are formalised.
- Inclusion agency referrals and reports inform best practise.

MOVING TO AN EHCP (Education, Health and Care Plan)

If children fail to make progress, despite specific targeted support and High-Quality Teaching, we may apply for the child to be assessed for an EHCP. This would always be in consultation and agreement with parents. Generally, we apply for an EHCP if:

- The child needs a much higher level of support than the school can offer with the resources it has.
- The child has a disability which is lifelong and which means that they will always need support to learn effectively.
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from specialist school provision

Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHCP or will be agreed one if an application was made.

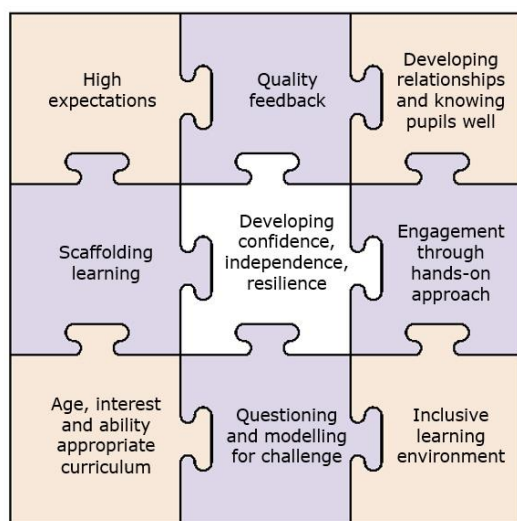
If the application for an EHCP is successful, a member of the Local Authority will request involvement from health, education and social care agencies as appropriate. They will also request involvement from an Educational Psychologist. These professionals will visit the child in school and contribute to the EHCP if finally agreed by a specialist panel.

Parents are also able to apply for an EHCP or assessment of need from the Local Authority.

See <https://www.surreylocaloffer.org.uk/parents-and-carers/ehcp> for more information.

TEACHING AND LEARNING

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently at their full potential. When planning, teachers consider scaffolds that will need to be in place to enable children to access the learning tasks. They will differentiate and scaffold tasks if necessary, planning a different activity for the child to access successfully. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a member of our support staff. When allocating additional adult support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their targets, but without developing a learned dependence on an adult.



This SEND Inclusion Jigsaw shows a range of strategies that are considered when planning for inclusion.

The school has a range of interventions available; when considering an intervention, we look first at the child's needs and then select the intervention which is best matched to the child.

Interventions are often crucial in closing gaps that children with additional needs may have, so are monitored closely by both the class teacher, intervention teaching assistant and SENCO.

- Interventions are planned in blocks
- At the end of each block, children's progress towards their targets is assessed and recorded
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class

We have also set up an alternative provision in school, for those children who are overwhelmed in the classroom environment and are frequently distressed. We offer a more flexible timetable, higher staff ratio and opportunity for more play-based learning. We have named this provision Seahorse Room.

The SENCO, teacher and teaching assistants monitor interventions to identify 'what works' and what is needed next.

CHILDREN WITH SOCIAL, EMOTIONAL, MENTAL HEALTH NEEDS

Challenging behaviour may be a sign of social, emotional and mental health needs. If a child shows consistent distressed behaviours, the class teacher will assess the child's needs, considering family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we will support the child through that process and involve other agencies as necessary. We may seek support from Early Help or children's services.

If parents and school are concerned that the child may have mental health needs, we encourage parents to speak to their GP, or depending on the child's age, we will refer to a paediatrician or involve other relevant agencies. We may also consult with our Mental Health Link Worker, considering the Thrive approach (Mindworks) and partner agencies that are able to support. <https://www.mindworks-surrey.org/>

If the child is felt to have long-term social, emotional or mental health needs, e.g. anger management, the school can offer intervention with trained staff.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to resolve their social difficulties.

TRANSITION ARRANGEMENTS

Transition into and within school

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes as smooth as possible. This includes from nursery into Reception, and Year 2 to Year 3. This may include, for example:

- Nursery visits and handover meetings
- Home visits for all new Reception children

- Additional visits to the classroom environment to identify where the toilets are, where the pegs are etc
- Opportunities to take photographs of key people and places to make a transition booklet
- Individual video sent to children with EHCPs from the new class teacher and key adults
- Handover of all essential information including SEN plans and specialists involved
- Ongoing communication with class teacher, SENCo, parents/carers
- Visits and additional visits from Cleves staff and to Cleves school
- Reduced timetable with gradual increase in hours
- Adaptations to support the child's separation from adults in the morning
- Home school communication books as necessary