MANOR PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

Policy Date: September 2026

Review Date: September 2027

Agreed by: LGB October 2026

1.0 Policy Statement & Aims

Manor Primary School works alongside the Leading Learners Multi Academy Trust to ensure all pupils receive an inclusive, high-quality education tailored to their individual needs, promoting high standards and supporting every child to fulfil their potential.

Driven by the Trust's core pillars—**Inclusion, Equality of Opportunity, and Cultural Appreciation**—we ensure that SEND support is provided with dignity, without stigma, and through high-quality provision.

Our SEND policy aims to:

- Set out how our school supports and makes provision for pupils with special educational needs and disabilities (SEND).
- Detail the roles and responsibilities of staS, leadership, and governance in line with statutory duties.
- Ensure the curriculum, wider school life, and behaviour approaches are fully inclusive and adapted where necessary.

2.0 Compliance & Legal Framework

This policy complies with statutory requirements set out in the SEND Code of Practice 0–25 (2015) and has due regard to the following legislation and statutory guidance:

- Children and Families Act 2014
- Equality Act 2010 & Special Educational Needs and Disability Regulations 2014
- DfE Statutory Guidance: *Supporting Pupils at School with Medical Conditions*
- DfE Statutory Guidance: *Keeping Children Safe in Education (KCSIE)*
- DfE Statutory Guidance: *Working Together to Safeguard Children*
- DfE *School Admissions Code*
- National Curriculum Framework & EYFS Statutory Framework

This policy works alongside the Trust SEND Policy, SEND Information Report, Accessibility Plan, Child Protection & Safeguarding Policy, Inclusive Behaviour Policy, and Meeting Medical Needs / Intimate Care Policy.

3.0 Definitions of SEND & Disability

- **Special Educational Needs:** As defined by Section 20 of the Children and Families Act 2014, a child has SEND if they have a learning diSiculty or disability that calls for special educational provision to be made for them (provision additional to or diSerent from standard mainstream provision).
- **Disability:** Under the Equality Act 2010, a physical or mental impairment that has a substantial and long-term adverse eSect on a child's ability to carry out normal daily activities.

Four Broad Areas of Need:

1. **Communication and Interaction** (e.g., SLCN, Autism)

2. **Cognition and Learning** (e.g., MLD, SLD, PMLD, Specific Learning DiSiculties)
3. **Social, Emotional and Mental Health (SEMH)** (e.g., anxiety, ADHD, attachment needs)
4. **Sensory and/or Physical Needs** (e.g., Visual/Hearing Impairments, physical disabilities)

4.0 Safeguarding & Vulnerability

In line with *Keeping Children Safe in Education*, staS recognise that pupils with SEND may be more vulnerable to abuse, bullying, or neglect. Additional support and early help safeguarding mechanisms are integrated proactively into individual SEND provision maps and risk management procedures.

5.0 Graduated Approach to SEND Support (Assess, Plan, Do, Review)

Manor Primary School operates a four-tier graduated response:

- **Tier 1 (Quality First Teaching):** High-quality, adaptive classroom teaching is the primary entitlement for all pupils. Progress is monitored half-termly in Pupil Progress Meetings and reviewed termly with parents.
- **Tier 2 (Targeted Support):** If progress remains limited, the class teacher and SENDCO conduct detailed analyses of need. DiSerentiated plans, targeted small-group interventions, and measurable outcomes are recorded on a Learning Plan.
- **Tier 3 (External Specialist Support):** Involvement of external support agencies (e.g., Educational Psychology, SENAAT, Speech & Language Therapy, CAMHS).
- **Tier 4 (High Needs Funding / EHC Plan):** Where significant, long-term support across multiple agencies is required, an application for Local Authority High Needs Funding or an Education, Health and Care (EHC) Needs Assessment will be made.

Specialised Individual Plans:

Where appropriate, pupils with SEND will have additional risk-management documents created in collaboration with parents:

- **Individual Healthcare Plans (IHCPs):** For medical conditions requiring regular management.
- **Intimate Care Plans:** For personal care requirements, ensuring dignity and safety.
- **Personal Emergency Evacuation Plans (PEEPs):** For safe egress during emergency evacuations.
- **Individual Risk Assessments:** For pupils requiring physical support or specialist equipment.

6.0 Roles and Responsibilities

Special Educational Needs Co-ordinator (SENDCO)

- **Name:** Mrs Emma Ball
- **Contact:** 0151 677 3152 | Email: send@manor.wirral.sch.uk
- **Qualifications:** Holds National Award for SEN Co-ordination.

- **Key Duties:** Oversees day-to-day operation of the SEND policy and register; coordinates provision; advises staS on the graduated approach; liaises with external health and social care agencies; and ensures transition arrangements are smooth.

Resourced Provision Leader

- **Name:** Mrs Helen DiStefano
- **Key Duties:** Leads and oversees the day-to-day management and operational running of the school's Resourced Provision; coordinates specialist curriculum delivery, adaptations, and targeted interventions for pupils within the provision; collaborates closely with the SENDCO, class teachers, and external specialists; and works in partnership with parents and the Local Authority to monitor pupil outcomes and facilitate smooth transitions.

Headteacher

- **Name:** Mr Justin Cowley
- **Key Duties:** Holds overall responsibility for SEND provision and pupil progress; ensures compliance with Equality Act 2010 duties; works with the SENDCO and Trust leadership to monitor staS CPD needs and evaluate the impact of SEND support.

SEND Governor

- **Name:** Mrs Caroline Davies
- **Key Duties:** Monitors quality and eSectiveness of SEND provision at local governing board meetings and works strategically with the Headteacher and SENDCO.

Class Teachers

- **Key Duties:** Accountable for the progress and development of every pupil in their class; delivers Quality First Teaching; works alongside Teaching Assistants to plan and adapt learning; and engages in regular APDR reviews with parents and the SENDCO.

7.0 Inclusive Discipline & Behaviour Support

Manor Primary School's approach to managing behaviour is fully inclusive. Sanctions or adjustments for pupils with SEND are designed to prevent unintentional discrimination, avoid isolation or exclusion, and account for underlying SEMH or communication needs.

8.0 Partnership with Parents and Pupils

We prioritise child and family voice at every step:

- Parents are consulted at the early stage of identifying needs and at every review cycle.
- One-Page Profiles and Learning Plans directly reflect the child's personal goals, feelings, and strengths.

9.0 Admissions & Accessibility

- **Admissions:** Handled via the Local Authority in line with the Equality Act 2010 and School Admissions Code. Pupils with SEND are admitted on an equal basis with peers.

- **Accessibility Plan:** The school publishes a 3-year Accessibility Plan outlining continuous improvements to physical access, curriculum delivery, and information accessibility for disabled pupils.

10.0 Raising Concerns & Contacts

If you wish to discuss concerns regarding your child's SEND provision:

1. Speak directly with your child's Class Teacher.
2. Contact the SENDCO, Mrs Emma Ball (send@manor.wirral.sch.uk / 0151 677 3152).
3. Contact the Resource Provision Leader, Mrs Helen DiStefano.
4. Contact the Headteacher, Mr Justin Cowley
5. Contact the SEND Governor, Mrs Caroline Davies.

External Support Services:

- **Wirral SEND Partnership (WIRED):** 0151 522 7990 | contact@wired.me.uk
- **Manor Local Ober Page:** manor.wirral.sch.uk/send
- **Wirral Local Authority Local Ober:** wirral.gov.uk