MANOR HOUSE SCHOOL
SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Date of Issue: **October 2026**
Date of Review: **October 2027**
Responsibility: **SENCo**

References:
Children and Families Act 2014
Equality Act 2010
SEND Code of Practice 2014
Special Educational Needs and Disability Regulation 2014
Statutory Guidance on Supporting Pupils with Medical Conditions 2014
DfE: Keeping Children Safe in Education

Links:

Accessibility Policy and Plan
Curriculum Policy
Equal Opportunities Policy
Safeguarding Policy
Teaching and Learning Policy
Laptop Protocol (**For exam officer only)**

Nomenclature and Abbreviations

SEND: Special Educational Needs and Disability
SENCo: Special Educational Needs Coordinator (the 'Disability' aspect is implied)
TA: Teaching Assistant
ELSA: Emotional Literacy Support Teacher
SaLT: Speech and Language Therapy
SpLD: Specific Learning Difficulty
ASC: Autistic Spectrum Condition
ADD: Attention Deficit Disorder
ADHD: Attention Deficit Hyperactivity Disorder
OT: Occupational Therapy
ISP: Individual Support Plan
JCQ: Joint Centre for Qualifications
EHCP: Educational Health Care Plan

SEND Objectives

We believe that every child deserves to be happy and thrive in our School, regardless of any learning barriers.

We aim to:

- Firmly place the child and their needs at the centre of our inclusive provision and care
- To be advocates for all SEND pupils, helping the community to hear their voice
- Create and maintain close partnership with the child's family
- Be inclusive and sensitive in our approach to planning and provision, removing barriers to learning
- Have high academic expectations of and aspirations for SEND pupils
- Monitor the progress of pupils with SEND
- Provide an engaging learning environment which is aspirational and inspirational
- Provide continuing professional development for all staff regarding all aspects of SEND
- Encourage all pupils with SEND to be aspirational in their personal goals
- Educate all pupils with SEND alongside their peers within a broad and rich curriculum
- Collaborate with external partners in education, health and social care to ensure quality provision for pupils with SEND

Inclusivity

We are an academically selective, independent, co-educational Lower Prep school. In this context, we strive to ensure all children in our community are treated fairly and without prejudice. Through making adjustments, both reasonable and required, we strive to ensure our children have aspirational, inclusive and equal access to all aspects of their learning and futures. One of the most endearing aspects of Manor House School is its sense of inclusion. It is a place where difference and individuality are welcomed, and a place where we foster 'an individual approach to academic success'.

Definition of Special Educational Needs and Disabilities

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. Children and young people who have SEN may also 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'. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

(SEND Code of Practice, 2014)

Four Broad Areas of Need

The SEND Code of Practice highlights four broad and often overlapping areas of need:

- *Communication and Interaction*

Including Speech, language and communication needs which would include pupils with Autistic Spectrum Condition (ASC)

- *Cognition and Learning*

Including moderate (MLD) to profound and multiple learning difficulties (PMLD); specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia

- *Social, Emotional and Mental Health*

Including underlying mental health difficulties, Attention Deficit Disorder (ADD) and Attention Deficit Hyperactive Disorder (ADHD)

- *Sensory or Physical*

Including Sensory Processing Disorder (SPD), Vision Impairment (VI), Hearing Impairment (HI) and Multi-Sensory Impairment (MSI)

Admissions

For further details regarding the admissions process, please see our Admissions Policy which sets out the pre-conditions required for selection. All decisions relating to SEND matters are made with regard to the provision of reasonable adjustments as set out in the Equalities Act 2010.

Depending on their age, a candidate may be required to sit an entry test. If this is the case, parents and/or the current school are to inform the Admissions Department about a candidate's particular needs, providing any reports from

suitably qualified professionals as are available. If a child is eligible for extra time, it will be awarded in assessment situations, apart from cognitive assessments. Please refer to the 'Internal and External Exam Access Arrangements' further in this policy.

An offer of a place may not be made if the School determines, following consultation with parents, that it is unable to meet and provide for a pupil's needs. The School will always consider its obligations under the Equality Act 2010.

In determining whether we can accommodate the needs of any candidate, parents are required to submit all relevant assessments, medical information and diagnoses made by professionals. Parents must disclose if they or their child's current school have concerns about their progress or wellbeing and must disclose if they have started the process of investigating this further. Parents are to disclose any information which will help the School make a fully informed decision regarding the support of their child.

Identification

Identification of SEND will come about through:

- A child voicing their concerns about their own performance, learning, health or well-being
- Concerns raised about progress or behaviour by families, teachers or previous schools
- Anomalous, inconsistent, fluctuating or unchanged pupil learning data
- Screening assessments that correlate with the above pupil data
- Evidence collated during the EYFS progress check and end of EYFS profile
- An external professional's diagnosis
- A medical diagnosis

We may ask families to seek the advice of external professionals (Educational Psychologist, Specific Learning Difficulty Assessor, Child Psychiatrist, Occupational Therapist, Speech and Language Therapist, and so on), to provide us with further clarification and recommendations to benefit the support of the child. This process is always conducted in close partnership with the School.

Communication and Pupil Voice

To ensure we identify potential difficulties as soon as possible, we encourage close contact between families and staff.

- Pupils are able to voice their concerns to their class teacher at any time. We foster an inclusive and open dialogue with students about their progress and welcome discussions.
- As staff, we hold regular pupil progress meetings which allow staff to raise concerns, discuss pupil learning progress and analyse data.
- Parents are encouraged to meet staff (class teacher and/or SENCo) with regularity, virtually or live, and are welcome to email any concerns they may have about their child so that an appointment can be made for further discussion.

The SEND Provision Map

Once a child has been identified as having a special educational need or disability, they become part of the SEND Provision Map. This includes a SEND Register, which is a list of pupils for whom the School needs to make reasonable adjustments to ensure they are included in and have access to all aspects of their learning. The Provision Map is a working document and includes such sections as the pupil's area of learning need, diagnosis information, teaching support ideas and expectations, their progress 'map' of prior and future support and summaries of specialist intervention.

Inclusive Support – A Graduated Approach

Quality First Teaching

Manor House School aims for "high-quality teaching, differentiated for individual pupils, (as it) is the first step in responding to pupils who have or may have SEND. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support" (SEND Code of Practice, 2014). In accordance with the SEND Code of Practice, "Teachers are responsible and accountable for the progress and development of the pupils in their class" and as such, are highly trained professionals.

Teachers use a wide range of differentiation and support strategies to ensure the very best, inclusive provision. These might include differentiation by: task, outcome, assessment type, resource, interest grouping, ability grouping and so on. Any technique or strategy used to support a pupil with learning difficulties is likely to be beneficial for all pupils and these strategies are expected. Some typical strategies include:

- Lesson and task agendas
- Providing topic-specific vocabulary in advance
- Looping back over prior learning

- Graphic organisers
- Writing frames/scaffolds
- 'Now, Next' boards/summaries
- Transformation of text from one genre to another
- Use of digital support material (like online dictionaries, videos, games etc)

Differentiation strategies may be evidenced in staff Curriculum Maps, Schemes of Work, lesson plans and seating plans.

Specific pupils may require certain resources to help them access their learning, like coloured overlays, wobble cushions, fidget toys, chair bands, foot pads, enlarged text, yellow-coloured books and so on. These are mostly supplied by the Learning Support department.

In-Class and Booster Intervention

Some pupils may continue to make inadequate progress despite high-quality teaching targeting their areas of weakness. For these pupils, and in consultation with parents, we offer extra learning support. With the Head of Prep School, the SENCo helps deploy support staff at the point of need. Together, we make decisions about where, when and how the time of teaching assistants is best used to the greatest advantage of each class group. For example, a TA or the Head of Prep School, might work one-small group to pre-teach a mathematical concept in Year 4, each week. Another TA or the SENCo might focus solely on phonics catch-up sessions for children in Year 1, depending on pupil numbers and staffing. Typically, we offer small 'booster' support groups and sessions in the Prep School. These sessions are short, targeted, daily interventions, using bespoke Phonics, 'Toe-by-Toe', or targeted times table and mental maths drills.

Because of their diagnoses, some children may need more bespoke and specific help with emotional regulation and social skills. To this end, the SENCo offers small support sessions for relevant children covering strategies such as Zones of Regulation, Five Point Scales and conversation starters and continuers.

Learning Support: Paid sessions

If, in consultation with the child, class teachers, parents and the SENCO, it is felt that further specialist support is required, a pupil may be offered one-to-one 'paid' specialist teaching sessions.

These are conducted by the SENCo who is able to deliver a tailored programme of intervention which is child-centred and targets specific areas of need. They take place during the School day, so there is always a compromise to be made

between extra support and curriculum time. The scheduling of these sessions is considered very carefully so as to make as little impact as possible.

Learning Support sessions carry an additional charge, details of which can be found in the School Fees section of our website.

External Support

We are also able to arrange other specialists to come to site to conduct one-to-one specialist lessons. This is the case for high needs dyslexia and dyscalculia provision, health visitors, Speech and Language Therapy, and Occupational Therapy. We will liaise closely with the family and the provider in each case to find the best possible timing for these sessions. Fees for these sessions are an arrangement made between the family and the specialist.

Internal Use: 'Waves' of Need

We use a triaging system to help us better consider the needs of each pupil. Children can move in an out of these 'Waves' as they grow and change. We categorise these in the following ways:

Wave 1: the child may have a diagnosis of some sort, but is amply supported by quality first, adaptive teaching in the classroom.
Wave 2: the child may have a diagnosis of some sort, but needs further, often external, support to help close their learning gaps or to support concurrent conditions, like anxiety.
Wave 3: the child will have a diagnosis, often of several coexisting conditions. Often, the child with have an EHCP (see below). The child needs intensive in-school and external support, usually requiring an ISP.

Individual Support Plans (ISP): Assess, Plan, Do, Review.

For some high-needs pupils, interventions need to be more wide-spread, urgent or intensive. In this circumstance, each term, or more-or-less regularly, as required, a child-centred ISP will be written, which draws together the support around that child. The ISP focuses on the four areas of need for that child and is a way of formalising the inclusive support that will be available to them for that period of time. It stipulates what sorts of interventions are required, and by whom and with what regularity.

Educational Health Care Plan (EHCP)

For certain children, their needs are so significant that we, in partnership with the family, need to look to Surrey County Council to bolster the support offered

at School. In these instances, the family or the SENCO, along with the family, make an application for an Educational Health Care Plan. This process may necessarily involve other agencies such as CAMHS and NHS One Stop. This is an involved process, requiring a great deal of evidence. Further details of the EHC process can be found at https://www.surreylocaloffer.org.uk/parents-and-carers/ehcp/needs-assessment

If an EHCP is deemed necessary, the Local Authority will grant additional funding to help support the child's needs. Independent Schools do not however receive the first £6000 of funding that is delegated to budgets in mainstream schools. Parents need to be aware that, should your child be granted an EHCP, or should you join our School with an EHCP already in place, **parents will be responsible for funding the first £6000 of provision.** This is stipulated in the parental contract with the school.

Further discussions about these arrangements will be undertaken prior to joining, or at such time that the SENCO and the family feel an EHCP may be of benefit.

Monitoring and Evaluation

The Learning Support department is monitored as part of the appraisal process in accordance with the information outlined in the Teaching and Learning Policy.

The quality of teaching and learning within the department is the responsibility of the SENCo who is overseen by the Head of Preps and is the ultimate responsibility of the Headteacher.

Resources

The Learning Support Department is staffed by a part-time SENCo, and, currently, one Learning Support Assistant (LSA) who works with specific children.

The department budget goes towards:

- Specific child centred assessments/training: for example, we may pay all or part of a hearing assessment for a child, or for a site assessment for a child with physical disabilities,
- Resources for children: OT equipment (wobble cushions, stability balls, theraputty…); vision equipment (yellow note-books/paper, coloured overlays…); sensory tools (fidget toys, brushes, chair stabilisers, foot stools…)
- Resources for staff: books for the learning library; specialist training/advisor visits

English as an Additional Language (EAL)

The term EAL is used when referring to pupils whose main language at home is a language other than English. Upon joining, information is gathered about pupils' linguistic background and competence in other languages, their previous educational and schooling experience, and their family and biographical background.

The School aims to make appropriate provision of teaching and resources for EAL pupils and for ensuring EAL children are able to achieve their full potential. The School identifies individual pupil needs, recognises the skills they bring to our community and ensures equal access to the curriculum.

Key Principles of Additional Language Acquisition

- Language is central to our identity. Therefore, teachers need to be aware of the importance of pupils' home languages and, where appropriate, to build on their existing knowledge and skills.
- Many concepts and skills depend on well-developed home language; literacy in the home language enhances subsequent acquisition of EAL
- All languages, dialects, accents and cultures are equally valued
- Language develops best when used in purposeful context across the curriculum
- Key vocabulary for each subject needs to be explained and discussed
- A distinction is made between EAL and SEN

Planning and Differentiation

Where appropriate and necessary, teachers plan for the support of individuals or groups of children with EAL. Key features of language, which are necessary for effective participation, are identified. These might be key words, certain patterns of grammar, uses of language or forms of text. Classroom activities have clear learning objectives and appropriate support and resources are deployed to ensure that pupils can participate in lessons. Staff review groupings and seating arrangements to enable EAL learners to have access to strong English language peer models. Support and differentiation may take the form of any of the following:

- Visual and auditory aids (pictures, video clips, diagrams, translation apps, flash cards) to help explain vocabulary and concepts (in the younger years, using puppets, songs and poems)
- Enhanced opportunities for children to engage in speaking and listening activities in English language with peers and adults

- Plenty of talk before and during reading and writing activities
- Displays that celebrate a range of other cultures, beliefs and languages
- Opportunities for drama and role play
- Sentence starters as a model for spoken language
- Writing frames as models for written language
- Sharing the curriculum with parents so they can assist with pre and post teaching of concepts
- Sharing lists of key topic vocabulary so that the parent can interpret the vocabulary for their child, ahead of in-class learning
- Differentiation of texts so that they are accessible
- Model and remodel phrases, 'Yes, you can go to the playground and get on a bike.'
- Use smiling, body language and facial expressions to clarify meaning
- Respond positively to all attempts at speaking English
- Provide explicit language structures to reinforce certain activities, for example, first, next, then, last...for explaining a sequence
- For nearly fluent EAL pupils, ensure they encounter more sophisticated, detailed and correct vocabulary, use open ended questions and use more complex tense structures (eg: 'What would happen if...')

All staff observe, assess and review information about pupils' developing use of language. We review EAL pupil progress during pupil progress meetings and each half term as part of our reporting process. Extra support, over and above quality first teaching provided by staff, may include one-to-one support with a TA to provide extra learning on a specific topic and short-term booster sessions with the Learning Support team.

Internal and External Access Arrangements

Upon Entry

When any pupil who has previously been awarded examination concessions arrives at Manor House School, the SENCo will decide upon any continuing need. These will be applied for any English or Maths test paper, however will not be available for the CAT4 online cognitive assessments. Examination concessions previously agreed for entrance examinations will not automatically transfer.

Internal Tests and Examinations

The types of reasonable adjustments that Schools can make, according to the Joint Council for Qualifications (JCQ) are listed in their current guidance, but the most usual are:

- Rest or movement breaks
- Use of a word processor
- Use of text to speech software
- Prompting
- Up to 25% extra time
- Alternative rooming
- Enlarged text

Access Arrangements are given when there is a “substantial” and “not minor or trivial, and long-term" learning difficulty (JCQ, 2024). They are based on the need of the child and must reflect the candidate’s normal way of working in the centre (our School). The access arrangements must not provide an unfair advantage to those who receive them.

As an access arrangement, some children need help with reading text. In the younger years, this is supported by human readers where possible and where the task is not assessing reading comprehension. As children grow, we train pupils in the use of text to speech assistive technology to support this need. This helps children develop the resilience and independence to cope with their need for reading assistance, now and in the future, instead of having to rely on human intervention.

During their time at Manor House School, pupils will be closely monitored by staff and decisions will be made regarding the sorts of reasonable adjustments and inclusive practices required for particular children. We work closely with pupils and parents to ensure a shared decision is reached. We do our best to ensure these reasonable adjustments are in place for the end of year exams in Y6 and are part of our hand over to pupils’ senior schools.

‘To Love is to Live’

Finally, it is our School motto which is central to the ethos of the learning of all children, not just those under the care of the Academic Advancement department. It is the whole child that is paramount in all that we do, every day. We believe every child has the right to not only feel safe, but to flourish in a joyful, aspirational and inclusive setting and we believe our SEND Policy helps to achieve this aim.

Author: Kerry Smith
Position: SENCo