



Lady Manners School

SEND Policy

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Through our shared school values, we aim for all students to thrive, feel included and aspire to grow as individuals who contribute to society with empathy, integrity and positivity.

This document will be reviewed annually by the Governors' Curriculum and Students Committee and sooner when significant changes are made to the law.

Guidance from the Department for Education about school policies can be found here: <https://www.gov.uk/government/publications/statutory-policies-for-schools-and-academy-trusts/statutory-policies-for-schools-and-academy-trusts>

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EQUALITIES STATEMENT OF INTENT

Lady Manners School welcomes a diverse population of both students and staff. In order to consolidate and build upon this diversity, equality of opportunity and the absence of unfair discrimination is at the core of all the school's activities. The school will not unfairly discriminate in the recruitment or general treatment of staff or students.

The school is committed to promoting and developing equality of opportunity in all its functions and will seek to do this by:

- communicating its commitment to equality and diversity to all members of the school community;
- maintaining systems for implementation, monitoring, evaluation and review;
- treating acts of discrimination and other contraventions of this policy as a disciplinary offence.

The Governing Board has responsibility for ensuring that the school operates within the legal framework for equality and for implementing the policy throughout the school. In addition, each member of the school community is responsible for preventing unfair discrimination or harassment or victimisation which it is within their control to prevent; and challenging or reporting such inappropriate behaviour if it occurs.

1. AIMS

Our SEND Policy aims to:

- Set out how our school will support and make provision for students with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

Lady Manners School is a fully inclusive school and all students have access to a broad and balanced curriculum, extra-curricular activities and the wider life of the school. The school aims to provide a learning community which takes into account

the needs of individuals and ensures that individuals feel valued, secure and have a sense of belonging. The overarching aim of this policy is to ensure that the needs of students with SEND are accurately identified and effectively met so that all such students are able to achieve well and develop well both as individuals and as members of the community.

The school is committed to promoting policies and practices to support the principle of inclusion for all students. All teachers are teachers of students with special educational needs or disabilities. This involves responsibility to plan lessons which consider the individual needs and abilities of all students within each teaching group.

Within this context students with special educational needs and disabilities will be:

- educated with their peer group wherever possible;
- supported with appropriate strategies to remove barriers to learning and progression;
- provided with a stimulating, safe and secure environment to promote their enjoyment of school life;
- supported with the development of their social skills and self-esteem;
- supported in adopting a healthy lifestyle;
- encouraged and supported to participate in the full life of the school and have their positive contribution celebrated;
- given help and guidance to prepare them for adult life.

2. LEGISLATION AND GUIDANCE

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) [Keeping Children Safe in Education](#) and [working together to improve school attendance](#). The policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCos) and the SEND information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

3. DEFINITIONS

A student has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- a significantly greater difficulty in learning than the majority of the others of the same age, or
- a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools
- special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. ROLES AND RESPONSIBILITIES

4.1 The SENDCo

The SENDCo is Claire Wilson.

They will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents and carers, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEND up to date

4.2 The SEND link governor

The SEND link governor is Hannah Montague.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings

- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

4.3 The Headteacher

The Headteacher will ensure that:

- The SENDCo and SEND governor work to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class Teachers

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENDCo to review each student's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND PROCEDURE

In school we cater for a range of students using the four broad areas of need: Cognition and Learning; Communication and Interaction; Social, Emotional and Mental Health; Physical and Sensory Impairments.

5.1 Identifying students with SEND and assessing their needs

Early identification of students with SEND is an important factor in overcoming barriers to learning. The Special Educational Needs and Disabilities Coordinator (SENDCo) works closely with the school data manager, teachers and Senior Leadership Team to analyse the school tracking and national performance data. We also use a number of additional indicators and sources to identify students' special educational needs. Such as:

- close analysis of data including: KS2 Data, Assessments of reading and spelling ages, progress data.
- EHCPs
- teacher or support staff concerns
- parental and carer concerns
- student concerns
- tracking individual pupil progress over time

- liaison with primary (or prior) schools on transfer
- information from other services
- ongoing assessment and review procedures in line with the guidelines in the SEND Code of Practice

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents and carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.2 Consulting and involving students and parents and carers

We will have an early discussion with the student and their parents and carers when identifying whether they need special educational provision. These conversations will make sure that:

- everyone develops a good understanding of the student's areas of strength and difficulty
- we take into account the parents and carers' concerns
- everyone understands the agreed outcomes sought for the child
- everyone is clear on the next steps

Notes of these early discussions will be added to the student's record and given to their parents and carers.

We will formally notify parents and carers when it is decided that a student will receive SEND support.

5.3 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCo and learning support team to carry out a clear analysis of the student's needs. This will draw on:

- the teacher's assessment and experience of the student
- their previous progress and attainment or behaviour
- other teachers' assessments, where relevant
- the individual's development in comparison to their peers and national data
- the views and experience of parents and carers
- the student's own views
- advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the student's progress.

5.4 Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to or coming from. For students moving to a new setting, we will agree with parents and carers and students which information will be shared as part of this.

Where appropriate, the SENDCo and learning support team will support the following transition activities:

- Year 6 into Year 7
- The options process in Year 9
- Year 11 into Year 12
- Post 18 transition at the end of Year 13
- In-year transitions to new settings

Part of the transition support may include:

- Additional transition activities or visit days for the students
- Meetings with parents and carers
- Meetings with staff in the new or former setting
- Baseline screening for access arrangements
- SEND support, EHCP or Learning Plan reviews
- Multi-agency meetings

5.5 Our approach to teaching students with SEND

Teachers are responsible and accountable for the progress and development of all the students in their class.

Quality first teaching is our first step in responding to students who have SEND. This will be adapted for individual students.

The school makes provision for a wide range of students with SEND. Students are integrated as far as possible within the activities of the school as long as this is compatible with meeting their needs, the efficient use of resources and the efficient education of other students.

5.6 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- Adapting our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson or scaffolding
- adapting our resources and staffing
- using recommended aids, such as laptops, coloured overlays, off-white paper, visual timetables, larger fonts
- adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud

Adaptations to the school site have been made in order to support access for students with disabilities. These include:

- disabled toilets, one of which has changing facilities
- ramped access, both internal and external, to facilitate access to the ground floor and outside playing areas
- specialist equipment and fitments in Science and Food Technology for practical work
- suspended ceilings and carpeting to improve acoustics in classrooms
- lighting and decoration to improve visual access in classrooms and corridors
- braille strips to enable visually impaired students to move freely around the school

For students who are unable to manage stairs, classes are timetabled into rooms on the ground floor.

5.7 Additional support for learning

The SENDCo, SEND Manager and a team of intervention mentors staff the Learning Support Base. The base supports students across the whole school providing a range of strategies to support achievement.

Intervention mentors are deployed in the base and in other teaching areas in school. Intervention mentors work throughout the school in all curriculum areas supporting students with SEND. They also:

- work with small groups of students or on a 1:1 basis
- work with individual students or groups on interventions during morning tuition
- support teaching staff in implementing SEND strategies
- support students with SEND during offsite educational activities

We work with the following agencies to provide support for students with SEND:

- Inclusion Support Advisory Service (ISAS)
- Family Support
- Educational Psychologist
- Physical Impairment Team
- Occupational Therapist
- Social Services
- Hearing Impairment Team

- Visual Impairment Team
- Child and Mental Health Services
- Speech and Language Service
- Derbyshire County Council SEND support services

5.8 Expertise and training of staff

We have a SENDCo and a SEND Manager who lead the learning support team.

We have a team of intervention mentors who are trained to deliver SEND provision.

We use specialist staff for ELSA ReadingWise, Talkabout Interventions, Medical Interventions, Lego Therapy and Maths Catch-up sessions.

5.9 Securing equipment and facilities

The school uses the allocated SEND budget to support the provision for students. This budget includes the statutory amount allocated to each student, the EHCP allowance and any further funding such as Inclusion Panel Funding.

Capital expenditure is reviewed regularly to determine any significant needs for the department such as building facilities or accessibility across the school site.

5.10 Evaluating the effectiveness of SEND provision

We continuously ensure the provision has a positive impact on the outcomes for all of our students. Weekly team meetings to monitor and adapt provision if necessary are chaired by the SENDCo and attended by our team of intervention mentors

We evaluate the effectiveness of provision for students with SEND by:

- reviewing students' individual progress towards their goals each term
- reviewing the impact of interventions after a number of weeks (dependent on the intervention)
- using student questionnaires
- monitoring by the SENDCo including book scrutinies, learning walks and data analysis
- using learning plans to measure progress
- holding annual reviews for students with EHC plans

5.11 Enabling students with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs, external visits and visiting speakers.

All students are encouraged to go on our residential trip(s).

No student is ever excluded from taking part in these activities because of their SEND or disability.

Arrangements for the admission of SEND students:

- All students whose education, health and care (EHC) plans name the school will be admitted before any other places are allocated

The accessibility plan

(<https://www.ladymanners.derbyshire.sch.uk/wpcontent/uploads/2021/11/Accessibility-Plan.pdf>) details the physical environment of the site to ensure that disabled students have equal access to education, information and school facilities.

5.12 Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- a referral to the Family Support team, Changing Lives, CAMHS or the school nursing service may be made
- Students with SEND are also encouraged to be part of the All About Me club to promote teamwork/building friendships

We have a zero tolerance approach to bullying.

5.13 Working with other agencies

We work with the following agencies to provide support for students with SEND:

- Inclusion Support Advisory Service (ISAS)
- Family Support
- CAMHS
- Educational Psychology Service
- Speech and Language Therapy Service
- Services related to physical, visual and hearing impairment
- Derbyshire County Council SEND support services

5.14 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCo in the first instance. They will then be referred to the school's complaints policy which can be found on our website.

The parents and carers of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- exclusions
- provision of education and associated services
- making reasonable adjustments, including the provision of auxiliary aids and services

5.15 Contact details of support services for parents and carers of students with SEND

Parents requiring support are advised to look at the local offer from Derbyshire (see section 5.17). You can also contact the Derbyshire Information Advice and Support Service for SEND who provide impartial advice. They can be contacted via their advice line on 01629 533668 or by email at ias.service@derbyshire.gov.uk

5.16 The local authority local offer

Families of students with SEND are guided towards Derbyshire County Council's website with regard to the LA Local Offer for SEND in accordance with Regulation 51, Part 3 section 69(3)(a) of The Act.

<http://www.derbyshiresendlocaloffer.org>

Parents and carers can also access information and support via Derbyshire Information Advice and Support Services for SEND
<https://www.derbyshireiass.co.uk>

6. MONITORING ARRANGEMENTS

The SENDCo and SLT link with responsibility for SEND monitor this policy on an ongoing basis. The Policy is reviewed regularly by the Governors' Curriculum and Students Committee and is updated according to the current practice for school policies.

7. LINKS WITH OTHER POLICIES AND DOCUMENTS

This policy links to the following documents:

- Accessibility Plan
- Behaviour Policy Equality Information and Objectives