

Special Educational Needs and Disabilities (SEND) Policy 2025-26



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Policy Statement

This policy outlines Manor Multi Academy Trust's ('we' / 'our' / 'us') approach to SEND at Foley Infant and Brindley Heath Junior Academies.

We are committed to equality and value diversity. As such we are committed to fulfilling our Public Sector Equality Duty (Equality Duty) obligations and expect all staff and volunteers to share this commitment.

This policy should also be applied in accordance with the policies listed in [section 14](#). For staff, copies of all MAT policies and procedures can be accessed via the **All MAT Staff** area on Teams. School-based policies are shared with staff via the school shared area, and via parents on our website as relevant.

The Equality Duty requires us to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, and victimisation.
- Advance equality of opportunity.
- Foster good relations between people who share protected characteristics, such as age, gender, race and faith, and people who do not share them.

Staff only: If you consider that any of our practices, policies or procedures may be indirectly discriminatory, you should report your concerns and the basis for them to your line manager, who will take appropriate action and ensure that you receive a written response in respect of the concerns that you have raised.

This policy does not form part of your contract of employment. We reserve the right to amend or withdraw this policy at any time.

We are responsible for ensuring the effective implementation of this policy. As part of equality monitoring we will review and monitor the operation and impact of the policy on a regular basis and in accordance with the policy review date. As part of this monitoring and review this policy will be equality impact assessed.

1. Rationale

All children learn at different rates. At some time during their school journey, children will experience some degree of difficulty, but some will experience a significantly greater lack of progress.

Children may experience problems in gaining full access to the curriculum, resources and facilities of the school in one or a combination of this (for example, physical access, vision, hearing, motor skills, speech, independence, self-esteem, concentration) and will need the help of additional support. This may happen either throughout or at anytime of their school journey. Some difficulties may be short term and easily solved by such things as an eye test or a meeting with parents. Others may require structured teaching programmes where learning is broken down into small steps or require the assistance of outside agencies, such as the support services, child psychologists, speech therapists or physiotherapists.

At Manor MAT, all staff seek to meet the challenge of educational entitlement for all children to a broad, balanced and differentiated curriculum, which is relevant to their needs. By identifying and supporting children with learning difficulties in a variety of ways, we hope to achieve this. We aim to enhance pupils' self-esteem, to recognise their achievements and to raise their educational expectations.

2. Aims & Principles

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our schools fully implement national legislation and guidance regarding pupils with SEND
- Set out how our schools will:
 - Support and make provision for pupils with special educational needs and disabilities
 - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND become confident individuals living fulfilling lives
 - Help pupils with SEND make a successful transition into their secondary education and adulthood
 - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

3. Legislation and Guidance

Our policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the special educational needs (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 [DfE Governance Guide](#), which sets out Directors responsibilities for pupils with SEND in section 7.4.1
- 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

This policy also complies with our funding agreement and articles of association, both of which are available on the [Manor MAT website](#).

4. Inclusion and Equal Opportunities

At Manor MAT we strive to create an inclusive teaching environment in each of our schools that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A pupil has SEND if they have a learning difficulty or disability that requires 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 most 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.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 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	➤ 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. ➤ Pupils who are on the autism spectrum often have needs that fall in this category.
➤ Cognition and learning	➤ Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • 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

Area of need	
➤ Social, emotional and mental health	➤ These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences ➤ These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
➤ Sensory and/or physical	➤ Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. ➤ Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment ➤ These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Role and Responsibilities

6.1 The SENDCO

The SENDCO at Foley Infant Academy and Brindley Heath Junior Academy is Victoria Homer (BrindleyandFoleySEND@manormat.com or 01384 872382).

They will:

- Inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made
- Work with the Headteacher (Jimmy Martin) and SEND Advocate (David Coles, Director of Manor MAT) 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 pupils with SEND, including those who have EHC plans.

- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the Headteacher and Chief Executives to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the Headteacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the Headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEND information report and any updates to this policy
- With the Headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

In line with the **Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (2015)**, it is a statutory requirement that any Special Educational Needs and Disabilities Coordinator (SENDCo) who is newly appointed and has not previously been a SENDCo for more than 12 months must achieve the **National Award for Special Educational Needs Coordination (NASENCO)** within **three years of appointment**. This requirement is set out in **Section 6.85** of the SEND Code of Practice and is designed to ensure that all SENDCos have a consistent and nationally recognised level of expertise, enabling them to effectively lead the coordination of provision for children with special educational needs and to support colleagues across the school.

6.2 Directors

The Directors are responsible for **making sure** the following duties are carried out, though the duties can be delegated to a committee (for example, the MAT SEND Network) or an individual (for example, the SEND Advocate):

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEND information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENDCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

6.3 The SEND Advocate

The SEND Advocate is David Coles dcoles@manormat.com

The SEND Advocate will:

- Help to raise awareness of SEND issues at Trust Board meetings
- In conjunction with Chief Executives, monitor the quality and effectiveness of SEND provision within the school and update the Trust Board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school
- Attend at least one SEND Network meeting per year

- Receive minutes of all SEND Network meetings

6.4 The Headteacher

The Headteacher will:

- Work with the SENDCO, SEND Advocate and Chief Executives to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCO, SEND Advocate and Chief Executives to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENDCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENDCO, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENDCO and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEND information report
- Communicating with parents regularly to:

- Set clear outcomes and review progress towards them
- Discuss the activities and support that will help achieve the set outcomes
- Identify the responsibilities of the parent, the pupil and the school
- Listen to the parents' concerns and agree their aspirations for the pupil

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to parents evenings to discuss the provision that is in place for their child
- Asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given termly reviewed Individual Pupil Passports
- Given an annual report on the pupil's progress
- The school will take into account the views of the parent or carer in any decisions made about the pupil.

6.7 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

➤

7. SEND Information Report

Each school in Manor MAT publishes a SEND information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our Approach to SEND Support

8.1 Identifying pupils with SEND and assessing their needs

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's early years. If the child already has an identified special educational need or disability, this information may be transferred from other partners in their previous setting and the class teacher and SENDCO will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly lower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making below expected progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Below expected progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. 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.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEND
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

8.2 Consulting and involving pupils and parents

The school will endeavour to put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will notify parents if it is decided that a pupil will be added to the SEND register and you will receive a consent form to agree that you wish for your child to receive additional support in school.

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

At all stages of the special needs process, the schools keep parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

We encourage parents to make an active contribution to their child's education and have regular meetings to share the progress of special needs children with their parents. We inform

the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

8.3 The graduated approach to SEND support

Once a pupil has been identified as having SEND, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENDCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the pupil, the teacher and the SENDCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system (Bromcom), and will be made accessible to staff in a pupil passport.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENDCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

8.4 Levels of support

School-based SEND provision

Pupils receiving SEND provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget. On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEND provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

8.5 Evaluating the effectiveness of SEND provision

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

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEND support
- Using pupil questionnaires
- Monitoring by the SENDCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

➤ Discussions with the Chief Executives, including Progress Board meetings

The SENDCo monitors the movement of children within the SEND system in school and provides staff, executive leaders and the SEND Advocate with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers when creating pupil passports for children. The SENDCo and the Headteacher hold regular meetings to review the work of the school in this area.

9. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The Headteacher and the SENDCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

See [section 6.1](#) for further information regarding the SENDCo's training requirement.

10. Links with external professional agencies

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity or provide additional specialist assessment or be involved in teaching the child directly. This is accessed according to funding, availability and prioritisation of need across the school. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded, as outlined in the pupil's passport continues to be the responsibility of the class teacher.

A list of outside agencies that may become involved:

- Speech and language therapists
- Specialist teachers or support services, including Autism Inclusion Team
- Educational psychologists
- Occupational therapists, play therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- Hearing and Visual Impairment Team
- Specialist nurses
- Child and adolescent mental health services (CAMHS)

- Education welfare officers
- Social services

11. Admission and accessibility arrangements

Parents whose child has an Education and Health Care Plan follow separate admission procedures through the Statutory Assessment or Annual Review process.

11.1 Admission arrangements

For Reception admissions, a child with an Educational Health and Care Plan (EHCP) or Statement of Special Educational Needs or Disability (SEND) which names the school will be admitted.

Full details of the Manor MAT Admissions Policy are available on the [MAT website](#).

11.2 Accessibility arrangements

We endeavour to meet the diverse needs of our pupils to ensure inclusion for all. All of our pupils are entitled to a broad, balanced curriculum, delivered in a relevant and differentiated manner, enabling progression and continuity to be experienced.

It is important that the teaching and learning, achievements, attitudes and the well-being of every young person matters. In order to make access to the whole curriculum a reality for all pupils, we foster an ethos of support and aspiration. Positive attitudes to gender equality, cultural diversity, disability and special needs of all kinds are actively promoted.

Planning for individual children, or groups of children is based on informed observation and assessment for learning. Teaching is responsive to pupils' different learning styles and takes account of pupils' cultural backgrounds, linguistic and physical needs. Teachers ensure that the classroom is an inclusive environment in which pupils feel that their contributions are valued.

At Foley Infant Academy and Brindley Heath Junior Academy, we are committed to providing an accessible environment which values and includes all pupils, parents, visitors regardless of the education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to develop cultural awareness, tolerance and inclusion. We are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We feel that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment.

Foley Infant Academy and Brindley Heath Junior Academy plans, over time, to ensure accessibility of provision for all pupils, staff and visitors to the school. This Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within

a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The schools' Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. The plan will be updated annually and contain relevant information in relation to:

- Improving access to the physical environment of the schools, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the schools and physical aids to access education
- Increase access to the curriculum for pupils with a disability, explaining and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as able-bodied pupils. (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable timeframe.

12. Complaints about SEND provision

Complaints about our SEND provision do **not** sit within the scope of the Manor MAT Complaints Policy; specific details are therefore provided below:

12.1 Complaints about SEND provision

Where parents have concerns about our school's **SEND provision**, they should first raise their concerns informally with the class teacher. 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 SENDCO in the first instance. Acknowledgement of the formal complaint will be provided within 5 school days. The SENDCO will then conduct their own investigation. The written conclusion of this investigation will be sent to the complainant within 20 school days. Should it not prove possible for this timescale to be met (for example, due to the complexity of the complaint), the complainant will be informed. If the parent or carer is not satisfied with the SENDCO's response, they can escalate the complaint.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

12.2 Complaints about the SENDCO

Where parents have concerns about our school's SENDCO specifically, this *may* sit within the scope of the Manor MAT Complaints Policy, depending on the nature of the complaint. Timescales and steps detailed in the policy would then apply and the complainant would be kept informed.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

12.3 Complaints – further information

Refer to the **Local Authority Information Advice & Support Services** (formerly known as the local parent partnership) for more information:

Staffordshire:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/service.page?id=N1WTd8-SHWM&localofferchannel=9-5>

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in [section 1](#).

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

13.2 Monitoring the policy

This policy will be reviewed by the Manor MAT SEND Network **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the CEO/CEA in line with the policy delegation agreed by the Directors of Manor MAT.

14. Links with other policies and documents

This policy links to the following documents, which can be found on our website or contacting the school office.

- SEND information report
- The local offer
- Accessibility plan
- Behaviour policy
- Manor MAT Equality Information and Objectives
- Supporting pupils with medical conditions policy
- Manor MAT Attendance Policy
- Safeguarding & Child Protection Policy
- Manor MAT Complaints Policy

