

Eaton House the Manor Girls' School

Special Educational Needs and Disabilities (SEND) Policy

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Contents

1. Aims and objectives	3
2. Legislation and guidance.....	3
3. Inclusion and equal opportunities	3
4. Definitions.....	4
5. Roles and responsibilities	6
6. Our approach to SEND support.....	9
7. Safeguarding	12
8. Expertise and training of staff	13
9. Links with external professional agencies.....	13
10. Admission and accessibility arrangements	13
11. Complaints about SEND provision	14
12. Monitoring and evaluation arrangements.....	14

1. Aims and objectives

Eaton House the Manor Girls' School adopts a holistic approach towards all of its pupils with special education needs and disabilities (SEND). The school provides the pupils with co-ordinated support from the Head of Learning Support, teaching and support staff and external professionals, with the aim of giving the pupils every opportunity to realise their full potential academically, emotionally and socially, within a mainstream setting.

At Eaton House Girls' School we take a holistic, strengths-based approach to enhance the self-esteem of the individual with SEND, by emphasising their strengths and potential to address challenges. In line with our inclusive ethos and practice, the Head of Learning Support and teaching staff work in partnership with pupil and their families, to find solutions that support learning and achievement.

The aims of SEND provision are:

- All staff will be aware of pupils who have additional needs and the nature of their needs.
- To provide a stimulating inclusive environment through access for all and positive staff attitudes, by removing, where possible, barriers to learning.
- To ensure that all pupils receive a broad, balanced and relevant curriculum through differentiated planning, High Quality First teaching and regular assessment.
- To identify and assess pupils as early as practically possible following the concerns of teachers, parents and/ or other relevant bodies
- To listen to the pupil and involve them in their learning.
- To work with other agencies, developing and maintaining close links with all those working with the pupil.
- To ensure the continual improvement of our setting to meet the needs of pupils with SEND, through regularly monitoring and evaluating resources, support and training opportunities.
- To work in true partnership with parents/ carers, valuing their views and contributions, thus enabling and encouraging them to take an active role in their pupil's education.

2. Legislation and guidance

This policy is based on the following legislation and guidance:

- The Children and Families Act 2014 (Part 3)
- The Special Educational Needs and Disability Regulations 2014
- The SEND Code of Practice: 0 to 25 years (January 2015)
- The Equality Act 2010
- Keeping Children Safe in Education (KCSIE) (September 2026)
- Working Together to Safeguard Children (2023)
- Supporting Childs at School with Medical Conditions (2015)
- Mental Health and Behaviour in Schools, 2015

3. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils 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.

4. Definitions

4.1 Special educational needs (SEN)

A pupil has SEN 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.

4.2 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.

4.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that are across more than 1 area, and their needs may change over 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 not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.

AREA OF NEED	
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
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.

5. Roles and responsibilities

5.1 The Governing Body

The Governing Body has a legal duty to:

- Ensure that the school has an up to date SEND policy
- Ensure that the school has appropriate staffing and funding arrangements for pupils with SEND
- Ensure that pupils with SEND are fully included in all school activities
- Monitor the quality of SEND provision through regular reports from the Headteacher and SENCo
- Ensure that the school meets its duties under the Equalities Act 2010
- Ensure that arrangements are in place to support pupils with medical conditions
- Appoint a designated governor with specific oversight of the school's arrangements for SEND

The SEND Governor will:

- Meet regularly with the SENCo
- Visit the school to observe SEND provision
- Report to the Full Governing Body on SEND matters
- Ensure that SEND is considered in all relevant policies and decisions

5.2 The Headteacher

The Headteacher of the Girls' School is Mrs Claire Fildes.

The Headteacher is responsible for:

- The day-to-day management for all aspects of the school's work, including provision for pupils with SEND
- Ensuring that the SENCo has sufficient time and resources to carry out their role effectively
- Keeping the Governing Body informed about SEND provision and outcomes
- Working with the SENCo and governors to determine the strategic development of SEND policy and provision
- Ensuring that the school has appropriate arrangements for responding to parental concerns
- Ensuring that the school meets its responsibilities under the Equality Act 2010

- Monitoring the quality of SEND provision and outcomes for pupils with SEND

5.3 Head of Learning Support (SENCo)

The SENCO/Head of Learning Support at our school is Lauren Robertson.

The SENCo is responsible for:

- Overseeing the day-to-day operations of the school's SEND policy
- Coordinating provision for pupils with SEND
- Maintaining the school's SEND Register and ensuring all records are up to date
- Liaising with and advising teachers on SEND matters
- Managing the Learning Support team as well as external professionals who provide support at Eaton House the Manor Girls' School
- Overseeing the records of all pupils with SEND
- Liaising with parents of pupils with SEND
- Contributing to the in-service training of staff
- Liaising with external agencies, including the Local Authority's SEND service, educational psychologists, health and social professionals, and independent or voluntary bodies
- Carrying out assessments and observations as appropriate
- Reviewing termly assessments of all pupils with the Headteacher, highlighting any with cause for concern
- Monitoring the impact of interventions and support
- Liaising with the Designated Safeguarding Lead regarding safeguarding concerns for pupils with SEND
- Maintaining CPD with SEND research and training/teaching
- Maintaining regular and close contact with a variety of outside SEN professionals
- Supporting parents with EHCP applications/conducting regular reviews

All staff are free to call upon the SENCo for advice on an informal and formal basis. The SENCo collates and advises on the resources available so that all staff are able to use and select material appropriate to the needs of individual pupils. The SENCO is also available to talk to any parents who may have concerns about their child.

5.4 Class teachers

All class teachers are teachers of pupils with SEND. Each class teacher is responsible for:

- The progress and development of every pupil in their class, including those with SEND
- Identifying pupils who may have SEND and raising concerns with the SENCo
- Differentiating work appropriately for all pupils, including those with SEND
- Implementing strategies and using resources recommended for pupils with SEND
- Monitoring the progress of pupils with SEND in their class
- Liaising with the SENCo and other specialists involved in the support of pupils with SEND on strategies and to link work
- Planning differentiated and appropriate work for all pupils at all stages
- Giving pupils opportunities to achieve in areas of strength
- Helping to maintain a high degree of self-esteem in pupils with SEND
- Creating a supportive classroom ethos where all pupils feel valued
- Liaising with parents and recording parent meetings on Provision Map
- Deploying teaching assistants/learning support assistants effectively to support pupils with SEND
- Attending relevant training on SEND matters

5.5 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:

- Asked to provide information about the impact of SEN 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
- The school will take into account the views of the parents or carers in any decisions made about the pupil.

5.6 Pupils

Pupils with SEND are encouraged to:

- Participate in discussions about their learning and support

- Contribute to setting their own targets (where appropriate)
- Share their views about what helps them learn
- Take an active role in their own learning
- Ask for help when they need it
- Develop independence and self-advocacy skills

6. Our approach to SEND support

6.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

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

- Is significantly slower 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 slow 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 SENCO 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 what additional support may be necessary, including involving external specialists.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Potential short-term causes of impact on behaviour or performance will be considered, such as long term illness (affecting attendance) or bereavement. Staff will also take particular care in identifying and assessing SEN 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/carers. We will use this to determine the support that is needed and whether we can provide it by adapting classroom support, 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 SEN

- 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.

6.2 The graduated approach to SEN support

Eaton House the Manor Girls' School follows the graduated approach as set out in the SEND Code of Practice (2015). This is a four-part cycle in which earlier decisions and actions are revisited, refined and revised with a growing understanding of a pupil's needs and of what supports the pupils in making good progress and securing good outcomes. This is known as the **Assess, Plan, Do, Review** cycle.

1. Assess

In identifying a child as needing SEN support, the class teacher, working with the SENCo, carries out a clear analysis of the pupil's needs. This initial assessment is reviewed regularly to ensure that support is matched to need. Where this is little or no improvement in the pupil's progress, more specialist assessment may be called for from external agencies.

At Eaton House the Manor Girls' School, assessments may include:

- Teacher observations and assessments
- Termly standardized testing in reading, spelling and mathematics
- Regular conversations between the SENCo and class teacher to monitor children across the school, with concerns noted as they arise
- Screening assessments carried out by the SENCo
- In-class observations by the SENCo
- Analysis of the pupil's work
- Discussions with parents about their child's development and progress
- The pupil's own views about their strengths and difficulties
- Information from previous settings or external professionals
- Assessment by external professionals such as educational psychologists, speech and language therapists, or occupational therapists

The assessment is used to identify the barriers to learning and to determine what additional support is needed.

2. Plan

Where it is decided that a pupil requires additional support, parents are formally notified and the pupil is placed on the school's SEN register. The class teacher and SENDCo agree, together with the parents, the support to be put in place, as well as the expected impact on progress.

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 SEN register and will be made accessible to staff on our shared drive.

Parents/carers 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 learning support assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

At Eaton House, this means

The class teacher:

- Differentiates work appropriately for the pupil in all lessons
- Uses strategies and resources identified as being useful to the pupil
- Sets targets for and monitors the progress towards these outcomes
- Communicates regularly with parents
- Liaises with the SENCO and any specialists working with the pupil

If a child receives 1:1 specialist support from a member of the Learning Support team, targets will be written in a specialist teacher target document outlining the targets, provision and expected outcomes. These are shared with all staff working with the pupil as well as with parents, and reviewed regularly.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress are reviewed regularly.

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

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes

- The views of teaching staff who work with the pupil

6.3 Levels of support

Phase 1: Monitoring

Phase 1 describes high quality, inclusive teaching, which considers the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment with the aim of accelerating progress and closing gaps.

The teacher will monitor children ensuring that differentiated, high quality teaching is taking place in order to support children in making progress.

Phase 2: Targeted Support

Phase 2 describes specific, additional and time-limited interventions such as booster groups for some pupils who need support to accelerate their progress to enable them to work at age-related expectations.

Phase 3: Specialist Support

Phase 3 describes targeted, specialist support for a minority of pupils where it is necessary to provide highly tailored intervention to accelerate progress or enable them to achieve their potential. This may include interventions from specialist teachers for dyslexia or dyscalculia, or external specialists such as occupational therapists or speech and language therapists.

Phase 4: Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN 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.

6.4 Evaluating the effectiveness of SEN provision

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

- Tracking pupils' progress using data and observations
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Monitoring by the SENCo
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents/carers

7. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding policy.

8. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENCo 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.

9. Links with external professional agencies

The school is committed to supporting the individual needs of its pupils. While the School is able to provide a range of support measures, there may be occasions when a pupil would benefit from assessment, advice or intervention from an external specialist. In such circumstances, the school may recommend that parents seek advice from an appropriately qualified professional. Any costs associated with external assessments or specialist support will normally be the responsibility of the parents. Where appropriate, and with parental consent, the school will work collaboratively with external professionals to implement and monitor recommended strategies and support within the school environment.

External professionals may include:

- Speech and Language Therapists
- Specialist teachers and advisory services
- Educational Psychologists
- Occupational Therapists and Physiotherapists
- General Practitioners (GPs), Paediatricians, and other medical consultants
- Child and Adolescent Mental Health Services (CAMHS) and independent mental health practitioners
- Education Welfare Services
- Children's Social Care and other safeguarding agencies
- Local Authority support services where appropriate

This list is not exhaustive, and the school may liaise with other suitably qualified professionals where this is considered beneficial to supporting a pupil's needs.

10. Admission and accessibility arrangements

10.1 Admission arrangements

See Admissions Policy

10.2 Accessibility arrangements

Eaton House the Manor Girls' School is committed to meeting its duties under the Equality Act 2010. We recognize our duty to make reasonable adjustments for disabled pupils to ensure they are not placed at a substantial disadvantage compared to their non-disabled peers. See Accessibility Policy for more information.

11. Complaints about SEND provision

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher or Head of Learning Support. See Complaint's Policy for more information.

12. Monitoring and evaluation arrangements

12.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by regularly reviewing and evaluating whether or not we are meeting our objectives set out in this policy.

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
- Comments and feedback from pupils and their parents/carers

12.2 Monitoring the policy

This policy will be reviewed by the Head of Learning Support **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.