Special educational needs (SEN) policy & information report

Ingfield Manor School – a non-maintained specialist school

Woodview – a provision for young people in years 7 to 11 with SLCN

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Aims

Our SEND policy and information report aims to:

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

Following a Conductive Education approach, Ingfield Manor School focuses on the holistic development of each individual, including their physical and communication skills for children and young people with CP (Cerebral Palsy) and Motor Neurological Impairment such as ABI (Acquired Brain Injury). We believe it is essential to provide a well-balanced, challenging curriculum for all students.

Woodview, opened in September 2022, provides a rich, varied curriculum, adapted to meet the needs of the students who have SLCN (Speech, Language and Communication Needs). Ingfield Manor and Woodview currently have 72 students on roll (100 PAN) – all of whom have an EHCP (Education, Health and Care Plan)

Legislation and guidance

This policy and information report 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 students with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators and the SEND information report.

Definitions

A student has SEND if they have a learning difficulty or disability which 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 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.

Roles and responsibilities

Senior Leadership Team

Within Ingfield Manor School; the Interim Head of School (IMS) and Lead Practitioner (Secondary and 6th Form IMS) will work alongside Deputy Head of **Woodview**.

They will:

- Work with the Principal and governors to determine the development of SEND policy and provision in Ingfield Manor School and Woodview provision.
- Have day-to-day responsibility for the operation of this SEND policy, SEND provision and the co-ordination of specific provision made to support individual students.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students receive high quality support and teaching, and appropriate therapeutic interventions.
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with prior- and potential next-providers of education to ensure students and their families are informed about options, and a smooth transition is planned
- Work with the Principal and governors to ensure that Ingfield Manor and Woodview Provision meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure Ingfield Manor and Woodview Provision keeps the records of all students with SEND up to date

The governors

The governors will:

- Monitor the quality and effectiveness of SEND provision within Ingfield Manor and Woodview Provision and update the governing board on this.

- Work with the Principal and SLT to determine the strategic development of SEND policy and provision.

The Principal

The Principal will:

- Work with the governors and SLT to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners at Ingfield Manor and Woodview Provision.

Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any team members 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 SLT to review each student's progress and development, and discuss any changes to provision
- Ensuring they follow the Ingfield Manor and Woodview Provision SEND policy

Will lead on EHCP Annual Reviews.

The SEN Information Report

1. What types of SEN does the school provide for?

Ingfield Manor School is an established non-maintained special school for students aged 3 to 19 years with neurological motor impairment such as Cerebral Palsy and associated medical and sensory needs.
We are a specialist school and our ethos of conductive education is paramount to our identity and educational approach.

Our main school is structured.
Primary: has one primary class across all key stages in primary – EYFS through to Key Stage 2.
Lower Secondary: has two mixed year group classes in Key Stage 3. A Class for years 7 & 8 and another for Years 8 & 9.
Upper Secondary & 6th Form: has two classes. A year 10/11 class and a 6th form class for years 12 and 13.

In Ingfield Manor academic classes are streamed according to need and ability and within departmental stages.

At Ingfield Manor, we have young people study with us from a wide geographic area; West Sussex, East Sussex, Brighton & Hove, Surrey, Sutton, Hampshire, Havering, Buckinghamshire, Hillingdon & Merton.

We also operate a School for Parents. This is for pre-school children, and they are involved in weekly sessions. This involves active sitting, standing, stepping, fine motor skills, communication, social skills, cognitive development, and self-help skills. All areas of development are addressed, and children are motivated to learn through the use of fun activities, games, songs and stories.

We are fortunate that we have a short breaks provision on site: Acorns. This provision runs through the week from Monday evening through to Friday morning. Parents interested in this provision should note that funding for this is not normally covered in an EHCP and has to be sought separately.

Ingfield Manor also is the site of Woodview. A new secondary provision for young people with speech, language and communication needs (SLCN). Students are within year group

classes, currently; years 7, 8 and 9. For academic year 25/26 we will increase in size and expand to have a year 10 class. Woodview is led by a Deputy Head.

2. Which staff will support my child, and what training have they had?

Class Teachers

All of our teachers receive in-house SEN training, and are supported by the Principal/SLT/SENCO to meet the needs of students who have SEN.

Teaching assistants (HLTA/TAs) and Team Members (STM/ATMs)

We have a team of TAs, including higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have teaching assistants who are trained to deliver interventions such as Conductor Assistant and ELSA.

In the last academic year, TAs have been trained in Epilepsy and the administering of emergency medication, Eating & Drinking training, Manual Handling, Basic Life Support.

Conductive Education and the transdisciplinary approach

As mentioned, our main school (Ingfield Manor) follows a conductive education approach to education and thus integral to the delivery of this is our team of Conductors and Conductor Assistants. We also work daily with a range of other specialists and the therapies/provision we offer here is woven throughout our students' day and is called the daily task series.

These specialists include;

- Speech and language therapists
- Occupational therapists
- Physiotherapists
- QTVI

We have a team of specialist paediatric learning disability nurses here on site. We have great relationships with a range of external stakeholders and specialist services which include;

- GPs or paediatricians
- Services for the deaf
- Specialist teachers

- Health care teams
- Child and adolescent mental health services (CAMHS)
- Social services and other local authority (LA)-provided support services
- Voluntary/third sector organisations

Woodview

We work daily with a range of specialists and therapists – Speech & Language Therapist, Occupational therapist and teachers for visually impaired students who are based on site providing tailored support identified though an EHCP.

3. Identifying students with SEN/D and assessing their needs

All of our students have been assessed for and have an Education and Health Care plan (EHCP).

4. How will the school measure my child's progress?

Effective assessment is crucial for promoting learners' progress and must be appropriately designed to meet its intended purpose. At Ingfield Manor, assessment is embedded in planning, teaching, and record-keeping to ensure high-quality learning outcomes.

Key Considerations for Assessment:

- **Purpose of Assessment:** Understand why learners are being assessed.
- **Measurement Intent:** Clarify what the assessment aims to measure.
- **Goals of Assessment:** Define what the assessment seeks to achieve.
- **Use of Information:** Determine how the assessment data will be utilised.
- **Communication:** Ensure that assessment results are effectively communicated to learners.

Different assessment reports cater to various stakeholders, including learners, parents, teachers, support staff, school leaders, governors, the Government, and Ofsted.

Recording and Reporting:

- **Recording:** Involves selecting and retaining significant information regarding learners' experiences and achievements, detailing what they know and can do, which informs future planning.

- **Reporting:** Entails communicating important information about individual learners' experiences and achievements.

This structured approach to assessment fosters an environment conducive to effective learning and development at Ingfield Manor School.

At Ingfield Manor School, assessment is integral to the teaching and learning cycle, primarily through formative assessment. This continuous process informs teachers about learners' understanding and knowledge gaps, fostering motivation and encouraging students to engage actively in their learning journey. Common formative assessment methods include class questions, ongoing observations, visible evidence of learning, and collaborative discussions among staff.

To support individualised learning, the school employs ipsative assessment, allowing learners to recognise their personal progress. Annual targets linked to Education, Health and Care Plan (EHCP) outcomes are broken down into termly and lesson-specific objectives, focusing on cognitive, communication, and motor skills.
Summative assessments occur at the end of units, terms, and annually, providing insights into learners' retention and understanding. These assessments inform future teaching, parental updates, and school improvement. Examples include evaluations of personalised objectives, test results, and completion of recognised qualifications.
The PIVATS framework is utilised to track progress in literacy and numeracy, with baseline assessments conducted within the first six weeks of enrolment. Progress is recorded on assessment grids, which are reviewed termly to guide future planning. Standardised tests are also employed where appropriate to establish baselines and measure progress effectively. This comprehensive approach ensures that each learner's achievements and learning journey are documented and supported throughout their time at Ingfield Manor.

Woodview

Ongoing assessment is a key component of tracking pupil progress. Class teachers employ continuous assessment methods, while the school is developing a comprehensive assessment system through Earwig Academic Assessments for individual subjects. Pupils are baselined annually in reading comprehension and numeracy, which aids in monitoring their progress. Additionally, progress is tracked against targets set during the annual review

process, which are broken down into termly objectives and evaluated each term. This structured approach ensures that all pupils receive the support they need to achieve their full potential.

5. How will I be involved in decisions made about my child's education?

We will provide termly reports/evaluations on your child's progress.
Your child's class/form teacher will meet you 3 times a year (including at the annual review) to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do.

A member of SLT may also attend these meetings to provide extra support.
We know that you're the expert when it comes to your child's needs and aspirations, so we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.
We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.
If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.
After any meeting, we will make a record of any outcomes, actions and support that have been agreed upon; this record will be shared with all relevant staff.
If you have concerns that arise between these meetings, please contact your child's class teacher.
Your class teacher can be contacted through the school office email address in the first instance by emailing; ingfield.manor@ambitoeducation.co.uk

6. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of understanding. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

7. How will the school adapt its teaching for my child?

Our curriculum is reviewed each year and adapted to ensure it is relevant, challenging and aspirational and provides enjoyment of learning while ensuring the core skills in English, Mathematics, life, social and emotional skills are developed.

This includes the development of vocational skills, the opportunity to engage in college link programmes, undertake virtual or in person work experience, undertake courses at local schools and FE providers whilst making great use of the arts, the outdoors and trips and visits.

The aim of Ingfield Manor School's accessibility plan is to enhance the accessibility of activities and facilities for disabled service users, staff, and visitors. The plan focuses on three key areas:

- **Increasing Access to the Curriculum:** Ensuring that all students can fully participate in the school curriculum.
- **Improving Physical Environment Access:** Enhancing the physical infrastructure of the school to facilitate better access for disabled individuals.
- **Enhancing Information Delivery:** Improving the way written information is provided to all students and staff/volunteers with disabilities.

As of September 2024, the school (IMS) has 40 students enrolled and in Woodview we have 32, all of whom have Special Educational Needs and hold an Education Health Care Plan (EHCP). Ingfield Manor School is dedicated to fostering an inclusive environment that aligns with Salutem's equality and diversity policy.

Your child's teacher/s is/are responsible and accountable for the progress and development of all the students in their class/es.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the student works best. There is no one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child. The Transdisciplinary team will meet to adapt curriculum for individual needs to ensure that each student is working towards targets that are relevant to them.

These adaptations include:

Access to the Curriculum:

- Ingfield Manor School prioritises full curricular access for all students enrolled.
- Identifying barriers to participation in school life is essential, and necessary adjustments to the curriculum and teaching methods will be made.
- Lesson planning is informed by Education, Health, and Care Plans, with differentiation tailored to individual needs.
- Staff development needs will be identified to enhance their ability to meet students' requirements, integrated into performance management systems.
- Collaborations with external agencies will be fostered to enrich staff expertise and student learning experiences.
- All staff should be confident in recognising when a student may not be suited for an activity and have alternatives prepared.

Access to the Physical Environment:

- Refurbishments and new constructions on campus will aim to enhance accessibility for disabled students.
- Future developments will ensure equality of access for all.
- Staff must implement recommendations from risk assessments related to students with disabilities in their teaching environments.
- New buildings will comply with access regulations and consider features like contrasting décor for visually impaired individuals.

Access to Written/Communication Information:

- School communications will be formatted for clarity and understanding.

- Both low-tech (e.g., communication books, symbols) and high-tech (e.g., VOCA, eye gaze technology) communication aids will be provided as needed.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE STUDENTS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope, read aloud and immersive reader
	Moderate learning difficulties	Adapted resources
	Severe learning difficulties	Use of low tech and hi tech communication aids/devices
Social, emotional and mental health	ADHD, ADD	Quiet workstation
	Adverse childhood experiences and/or mental health issues	Nurture groups
Sensory and/or physical	Hearing impairment	Soundwave mic and speaker/reducing distraction
	Visual impairment	Use of tactile resources
	Multi-sensory impairment	Multi sensory planning
	Physical impairment	Adapted equipment to best suit identified need

The above is not an exhaustive list and is there to illustrate some of the many interventions we may use but we would very much suit the intervention to each individual student.

8. How will the school evaluate whether the support in place is helping my child?

We will evaluate the teaching and learning in our school to make sure that all our students make the best possible progress from their starting points. School leaders, lead practitioners and curriculum leaders will monitor and evaluate the impact of teaching on students' learning through:

- Conducting learning walks
- Formal lesson observations
- Reviewing marking and feedback
- Termly student progress meetings
- Planning moderation
- Book scrutiny's

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Discussing any students of concern at multi-disciplinary planning meetings each term and create a clear plan for any student not making expected progress against termly objectives.
- Using student questionnaires
- Monitoring by SLT
- Using provision maps to measure progress
- Holding an annual review

9. How will the school resources be secured for my child?

Your child's education will be funded through your home LA. In some cases, education could be funded privately and be managed through a private case manager. When we complete our initial assessment prior to your child coming to our school, it may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that is the case, we will consult/discuss this with the LA or case manager. Likewise, your child's needs may change whilst they are with us. Again, we will discuss with the LA or case manager at annual review should this be the case.

10. How does the school make sure the admissions process is fair for students with SEN or a disability?

Ingfield Manor School is a centre for Conductive Education, catering to children with physical disabilities and associated learning difficulties, including communication challenges.

Woodview is a specialist provision for young people with Speech Language and Communication needs and referrals for this provision come direct from West Sussex County Council.

The admission process for Ingfield Manor School is designed to be fair and transparent. As a non-maintained school, Ingfield Manor collaborates with a number of local authorities, accepting admissions throughout the year based on whether the school can meet the needs and provision as stated in the EHCP.

Parents/carers are encouraged to visit the school to learn more about its offerings and initial referrals can be made through local authorities by parents/carers.
The assessment visit is crucial for determining the level of support required and ensuring that the child can effectively integrate into the school. A formal offer of placement is made if the assessment is successful, contingent upon local authority funding and availability in an age-appropriate group.

11. How will the school support my child's mental health, and emotional and social development?

At IMS and Woodview we have a whole school mental health and wellbeing lead and a member of staff who delivers ELSA sessions
We provide support for students to progress in their emotional and social development in the following ways:

- Students are encouraged to be part of the School Council

- Students are also encouraged to be part of social clubs and games clubs to promote teamwork/building friendships at lunchtimes
- We provide extra pastoral support for listening to the views of students by incorporating chat sessions into the students timetable with a senior member of staff.
- We have a 'zero tolerance' approach to bullying.

12. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Admissions to Woodview and IMS are determined by the Local Authority and it is their responsibility to ensure that provision meets the needs of each child as identified in the ECHP.

Parents are encouraged to visit as part of this process. Transition visits/sessions are arranged for every learner so they can familiarise themselves with the environment and meet staff and classmates. Additional information (transition booklets, social stories, photos, video, online sessions, etc) is often used to support learners as they visit and begin attending.

At both IMS and Woodview, when the time comes for a child to move on, we will liaise with the future placement to best support our leavers' next steps. Transition planning is a vital part of the annual review process from year 9 onwards, and learners are encouraged to be involved with their future plans as much as possible. At IMS it is possible for students to have the opportunity throughout KS4 and KS5 to benefit from college links and specialist adult providers in order to familiarise themselves with post-16 and post-19 options.

Between years

To help students with SEN be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the student's SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term
- Spend time within their new classroom and meet their new staff team.

Between schools/phases

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting. If applicable, we will also make contact with your child's former school (the SENCO) to gather information and use this to support your child whilst we make our own assessments and settle your child in.
We arrange meetings with the parents/carers of incoming students to discuss how we can best welcome their child into our community.
We set up new students with a buddy from the year above to help them get settled in and make friends.

Moving to adulthood

We provide all our students with appropriate advice on their own pathways into further education or work – see our careers policy for further information.
We work with the students to help them achieve their ambitions, which can include goals in further/higher education, employment, independent living and participation in society.

13. What support is in place for looked-after and previously looked-after children with SEN?

In IMS and Woodview our Interim Head of School and Deputy Headteacher are our Designated Teachers and are responsible for overseeing the looked after and previously looked after children with SEN. They will work with the senior team to address barriers to learning and address these.

14. What should I do if I have a complaint about my child's SEN support?

Who Can Make a Complaint?

The complaints procedure is open to everyone, including members of the public, not just students, parents, or carers of registered children. It applies to any services or facilities

provided by the school, unless other statutory procedures are in place (e.g., appeals related to exclusions or admissions).

Difference Between Concern and Complaint

A concern is an expression of worry or doubt seeking reassurance, while a complaint is an expression of dissatisfaction regarding actions taken or not taken.

Complaints about provision in our school should be made to the Class Teacher in the first instance, Head of Department and further to this Principal if not satisfied, following the school's complaints policy, available on our website.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the student themselves.

Ingfield Compliants Procedure

15. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child, and your family.

To see what support is available to you locally, have a look at your local authorities' local offer. The local authority publishes information about the local offer on their website:

Links to the local authorities we work with most often are here;

Brighton & Hove	https://www.brighton-hove.gov.uk/special-educational-needs-and-disabilities
Buckinghamshire	https://familyinfo.buckinghamshire.gov.uk/send/
East Sussex	https://localoffer.eastsussex.gov.uk/
Hampshire	https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page;jsessionid=B460F0CD5E62C0DF33D9251A1FB62230?familychannel=6
Havering	https://familyserviceshub.havering.gov.uk/kb5/havering/directory/localoffer.page?localofferchannel=0
Hillingdon	https://www.hillingdon.gov.uk/send-local-offer#cookie-consents-updated

Merton	https://directories.merton.gov.uk/kb5/merton/directory/localoffer.page?localofferchannel=0
Surrey	https://www.surreylocaloffer.org.uk/
Sutton	https://suttoninformationhub.org.uk/pages/send-local-offer
West Sussex	https://www.westsussex.gov.uk/local-offer/

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

Follow this link to all local SENDIAS organisations in our catchment.

National charities that offer information and support to families of children with SEN are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

16. Glossary

- **Access arrangements** – special arrangements to allow students with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a student's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a student with SEN can have. The 4 areas are;
- **communication and interaction**;
- **cognition and learning**;
- **physical and/or sensory**; and
- **social, emotional and mental health needs**
- **CAMHS** – child and adolescent mental health services
- **Differentiation (now called adaptation)** – when teachers adapt how they teach in response to a student's needs

- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the student's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the student
- **Intervention** – a short-term, targeted approach to teaching a student with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for students with SEN in the local area
- **Outcome** – target for improvement for students with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports students with SEN
- **SEN support** – special educational provision that meets the needs of students with SEN
- **Transition** – when a student moves between years, phases, schools or institutions or life stages