Sunbury Manor is a happy, welcoming, energetic school. In March 2016, Ofsted judged the school to be good, recognising that Sunbury Manor is a “very inclusive school that serves its community well...the school is a safe, happy and harmonious environment.”

It is our core belief that for students to succeed they need a school where relationships are built on mutual respect, trust and understanding; a place where individuals are encouraged to develop, are supported and challenged and all success is celebrated.

The SEND information report is published annually as set out in the SEND Regulations 2014 and must include information about:

i. the kinds of SEN that are provided for

ii. policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENDCo

iii. arrangements for consulting parents of children with SEN and involving them in their child’s education

iv. arrangements for consulting young people with SEN and involving them in their education

v. arrangements for assessing and reviewing children and young people’s progress towards outcomes.

vi. arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood.

vii. the approach to teaching children and young people with SEN

viii. how adaptations are made to the curriculum and the learning environment of children and young people with SEN

ix. the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

x. evaluating the effectiveness of the provision made for children and young people with SEN

xi. how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

xii. support for improving emotional and social development how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people’s SEN and supporting their families

xiii. arrangements for handling complaints from parents of children with SEN about the provision made at the school

(SEND Code of Practice 0-25 January 2015)
We are a mainstream, inclusive academy that fully complies with the requirements outlined in the Special Educational Needs Code of Practice. In addition to the Learning Support Faculty, we also have a Communication and Interaction Centre (COIN), which provides specialist support for up to 16 students who have an Education, Health and Care Plan re: communication and interaction. Provision in the centre is up to three hours each week at KS3, with the remainder of the time in mainstream lessons. At KS4, provision is according to student need, while ensuring they study 7 or 8 GCSE courses.

We fully comply with the requirements outlined in the SEND Code of Practice 0-25 (*January 2015*). We make reasonable adjustments to our practices so as to comply with the Equality Act (2010).

Like all mainstream schools, we provide for young people with learning needs in the following areas:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical

depending upon the complexity of the young person’s difficulties and our ability to meet their needs.

We have Learning Support staff who have training in the following areas:

- Specific Learning Difficulties (e.g. Dyslexia)
- Speech, Language and Communication Needs
- Autistic Spectrum Disorders
- Creating Social Stories
- Exam Access Arrangements
- Tracks Literacy
- EAL

We have an Inclusion Team who have training in the following areas:

- Autistic Spectrum Disorders
- Working with young people with social, emotional and mental health difficulties
- Supporting students who are Looked After
- Safeguarding and Child Protection
- First Aid

All new staff received training on SEND, SLCN, and Safeguarding as part of their Induction.
(ii) ‘Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENDCo’

All our students are supported through being part of an inclusive and nurturing environment. We recognise that all are unique individuals, with individual strengths and needs. While some students with SEND may need support throughout secondary school, others may need to access support temporarily to meet a particular need.

The majority of students who require additional help are identified before they come to secondary school. Students are placed on the SEND register if they have a diagnosis of a long term recognised condition such as dyslexia or ASD or make progress which

- ‘is significantly lower than that of peers starting from the same baseline
- fails to match or better the children’s previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap.’

(SEND Code of Practice 0-25 January 2015)

The progress of all students is monitored regularly by subject teachers, Heads of Faculty, Heads of Year and the Leadership Team so that when a student is not making expected progress in a particular area of learning the school can identify the need for additional support as for some young people, difficulties may emerge during their secondary school years.

If parents/carers have concerns about progress or attainment they should in the first instance make an appointment to speak to the subject teacher or tutor. Alternatively, they can speak to our Special Needs Coordinator (SENDCo) or Head of Inclusion/Safeguarding Lead.

SEND support takes the form of a four-part cycle through which decisions and actions are revisited, refined and revised with a growing understanding of the student’s needs and of what supports the student in making good progress and securing good outcomes. This is known as the graduated approach, whereby we

- Assess (the child’s needs)
- Plan (support)
- Do (actions/ interventions)
- Review (outcomes)

The school’s SEND policy and Provision Overview can be found on the school’s website: www.sunburymanor.surrey.sch.uk

The SENDCo is Ms Clarke. Her contact details are: aclarke@sunburymanor.surrey.sch.uk

SEND Information Report October 2019
Support and progress is monitored by the following key staff:

- Subject Teachers
- Tutors
- Subject Leaders
- SENDCo
- Head of COIN Centre
- Head of Inclusion/Designated Safeguarding Lead (DSL)
- Assistant Head in charge of the Intervention Team
- Leadership Team

Governors are responsible for monitoring the effectiveness of the provision in place for students identified with SEND. A lead nominated governor for SEND is linked to the Learning Support Faculty and they make regular monitoring visits throughout the year. The SENDCo attends the Student Welfare, Safeguarding and Community Committee at least twice a year.

(iii) ‘arrangements for consulting parents of children with SEN and involving them in their child’s education’

(iv) ‘arrangements for consulting young people with SEN and involving them in their education’

(v) ‘arrangements for assessing and reviewing children and young people’s progress towards outcomes’

In addition to the school’s regular reporting cycle, including the annual Parents/Carer Evening, it is always possible to email or arrange a meeting with the subject teacher, tutor, SENDCo or another member of staff if there are any concerns regarding the overall progress of their child.

All parents/carers can access our online communication system ‘INSIGHT’ so they can see their child’s timetable and attendance, positive and negative behaviour log etc.

Where SEND needs have been identified, support is recorded on a Sunbury Manor SEND Arrangements pro forma. For those with more complex needs, perhaps those who may ultimately be eligible for an Education Health and Care Plan (EHCP), a Surrey SEND Arrangements Plan may be written, outlining the arrangements for assessing and reviewing students’ needs (in addition to assessment in mainstream classes) and their progress towards outcomes in greater detail.

We discuss support arrangements with students, ensuring that they are involved with timetabling of any support lessons and are fully aware of the expected outcomes. Students who have EHCPs attend at least some of their Annual Review, if not all, to ensure they are fully involved in the discussion as to their progress, provision and continuing needs.
We welcome visitors to our school: all prospective parents/carers and students can join group tours in the Autumn Term or make a separate appointment for a tour of our school. There is an annual Open Evening which is an excellent opportunity to meet all staff and to talk to students about their experience here.

Parents/Carers are welcome to make an appointment to speak to the SENDCo with regard to SEND provision at Sunbury Manor School when their child is in Year 5/6. On occasions, the SENDCo may telephone or visit a primary school to discuss a student’s needs and whether what Sunbury Manor can provide is appropriate to meet a young person’s needs.

Once places are confirmed, we facilitate additional transition support, such as arranging additional visits, where necessary. In 2018, the SENDCo and Head of COIN visited Esher, Brooklands, West Thames and Strodes Colleges to ensure students were supported in their transition and relevant information shared. Every year, we hold meetings with staff at our local primary schools to gather information regarding a student’s needs before our two induction days in July. Primary schools are encouraged to invite the SENDCo/Head of COIN Centre to Year 6 Annual Reviews, if appropriate.

**Year 9-10**

Life Skills lessons focus on how to make good option choices. The Options Evening in the spring term provided vital information for students and parents/carers and the SENDCo attends the evening in order to support and advise.

**KS4**

Students have opportunities to participate in college and careers workshops, both in school and on external visits. Year 10 and 11 are invited to attend a Careers Evening at the school, where they can talk to representatives of various local FE colleges. Sunbury Manor School has been awarded ‘Investors in Careers’ status and careers advice is available to all students.

**(vii) ‘the approach to teaching young people with SEN’**

We recognise that the quality of teaching within the classroom is the greatest influence over student progress and Sunbury Manor’s performance management process ensures the school continues to develop its standards of teaching. In March 2016, Ofsted stated that the school has
“an aspirational culture where the main focus is on the quality of teaching and learning. Consequently, teaching remains good.”

Students meet in mixed ability tutor groups twice a day and are taught in sets according to ability from the beginning of Year 7. In order to inform the decision as to which set will best meet a young person’s needs, we use baseline data from Cognitive Assessment Tests (CATs) scores, Lucid Exact screening as well as primary school data. Teaching sets are reviewed on a termly basis to ensure students are in the correct group for their ability and pace of learning.

(viii) ‘how adaptations are made to the curriculum and the learning environment of children and young people with SEN’

Through Quality First, inclusive teaching, our staff make reasonable adjustments to ensure all students are making progress. All teachers are provided with information on the learning needs of individual students including recommended strategies from external agencies such as the Educational Psychology Service.

The curriculum, schemes of work, and individual lessons are differentiated while ensuring learning retains a high level of challenge.

The school site is fully accessible but has a number of separate buildings. There are lifts and accessible toilets in the multi-storey buildings, one of which was completely renovated and refurnished in 2015. We have a minibus with a tail lift for our wheelchair users.

We have an Accessibility Plan which shows how adaptations are made not only to the physical environment but to the curriculum and information about the school.

(ix) the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

The SENDCo holds the National Award for SEN Co-ordination (NASCO) and the OCR Level 5 Certificate for teaching students with a Specific Learning Difficulties. Both the SENDCo and the Head of the COIN Centre attend their respective Network meetings in order be up to date with local and national developments in SEND.

Our School Health Adviser is a qualified, registered nurse.

As part of Continuing Professional Development (CPD), all staff have SEND and SLCN specific training.

Where it is deemed that external support is necessary we discuss any referrals with parents/carers in the first instance and gain full consent before proceeding with a referral.
In the last year, we worked with many external agencies, including the Educational Psychology Service, Speech and Language Therapy, ASD Outreach, the Physical and Sensory Support Service, Physiotherapy, Occupational Therapy, CAMHS and Social Care.

(x) **evaluating the effectiveness of the provision made for children and young people with SEN**

We monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting. Decisions are made as to whether specific interventions are proving to be effective both in terms of time spent on them and the finance used in providing the intervention.

Depending on what support arrangements are provided, it is co-ordinated and monitored by one of the following:

- Subject Teacher
- Tutor
- Subject Leader
- Head of COIN Centre
- SENDCo
- Designated Safeguarding Lead/Head of Inclusion
- Assistant Head in charge of the Intervention Team

Each year we review the needs of the whole cohort to see if there is a change in the overall make-up of the school.

Decisions are then made as to whether any additional interventions need to be put in place.

(xi) **how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN.**

We have a whole school approach to inclusion which supports all learners engaging in activities together. There may need to be discussion and forward planning with staff, parents/carers and students with regard to any barriers or issues of access but all will be done to ensure full and appropriate participation. Registers are taken for all school activities and we actively monitor the engagement of learners across the school. Students with SEND, including those with EHCPs represent the school at Open Evening, doing tours and demonstrations; they are in the Prefect team, in school performances and in a variety of sports teams. One student attended a week’s enrichment at Surrey University, Guildford, others attended the Year 7 camp, the Somme and skiing trip in Andorra. Three students graduated from in the “Catastrophe on Campus” programme at
Surrey University. All students had the opportunity to visit Strodes, Brooklands and West Thames Colleges with support from the Learning Support Department.

(xii) *Support for improving emotional and social development.*

Every student has a tutor and each year group is led by their Head of Year. The students follow a Life Skills and Citizenship curriculum with formal, timetabled lessons. The curriculum is designed to ensure students develop the qualities, attributes and understanding they need to live successfully as members of an inclusive society. The curriculum is supported by a programme of assemblies linked to key themes throughout the year.

We have an Inclusion Team, which includes Safeguarding/Child Protection staff and the Anti-Bullying Co-ordinator. Together they offer an invaluable level of support. Should a student have a problem during the day there is always an adult to listen and offer support. We use a restorative justice approach as well as ensuring that appropriate sanctions are given if incidents of bullying take place.

We have a number of trained First Aiders and a School Health Adviser. We work closely with a range of external agencies such as the NE Surrey Short Stay School, CAMHS and Social Care, to ensure our students are fully supported by all working together and communicating effectively.

(xiii) *how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people’s SEN and supporting their families*

As aforementioned, we work with many agencies, where it is felt that support above and beyond what the school is able to offer is necessary. In these cases parents/carers and young people will be consulted and consent sought so that agencies are able to work in supporting the overall development of the young person. Last year, our students were able to access support from, amongst others, East to West, CAMHS, Educational Psychology Service, Social Care agencies, and ASD Outreach.

We have a particular duty in ensuring that Looked After Children (LAC) are given the appropriate support and care to help support their progress and engagement within the learning environment. Our designated staff member, Mrs Carol Fagan ([cfagan@sunburymanor.surrey.sch.uk](mailto:cfagan@sunburymanor.surrey.sch.uk)) communicates regularly with social care staff and the virtual school to ensure the child’s wider needs are being met, including co-ordinating students’ Personal Education Plans (PEP). The PEP is produced termly to help support the child’s education. If the young person also has SEND, the SENDCo is fully involved in those meetings and target setting.
arrangements for handling complaints from parents of children with SEND about the provision made at the school

In the first instance, if a parent/carer has a concern they are encouraged to speak to the relevant member of staff or tutor. If the matter cannot be resolved at this stage then the SENDCo, Head of COIN Centre, Head of Year or Head of Inclusion may become involved and a meeting convened so as to discuss the nature of the complaint and to look for a resolution to the issue.

A copy of the school’s complaints procedure can be found on the school website www.sunburymanor.surrey.sch

The complaints procedure will outline the formal steps the school will take in handling each complaint.

Where a resolution between the parent/carer and school cannot be reached then parents/carers will be advised to seek external support through the Surrey Independent and Support Service (SIASS) for Special Needs and Disabilities (SEND).

Useful School Contacts

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<thead>
<tr>
<th>Role</th>
<th>Email Address</th>
</tr>
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<tbody>
<tr>
<td>SENDCo (Special Educational Needs and Disabilities Coordinator):</td>
<td></td>
</tr>
<tr>
<td>Ms A Clarke</td>
<td><a href="mailto:aclarke@sunburymanor.surrey.sch.uk">aclarke@sunburymanor.surrey.sch.uk</a></td>
</tr>
<tr>
<td>Head of the COIN Centre: Mrs J Tyrrell</td>
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</tr>
<tr>
<td>Head of Inclusion/Safeguarding/LAC Lead: Mrs C Fagan</td>
<td><a href="mailto:cfagan@sunburymanor.surrey.sch.uk">cfagan@sunburymanor.surrey.sch.uk</a></td>
</tr>
<tr>
<td>Anti-Bullying Coordinator: Mrs B Newton</td>
<td><a href="mailto:bnewton@sunburymanor.surrey.sch.uk">bnewton@sunburymanor.surrey.sch.uk</a></td>
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<td>Chair of Governors: Mr D Evans</td>
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Surrey County Council’s Local Offer  https://www.surreysendlo.co.uk/kb5/surrey/localoffer/home.page