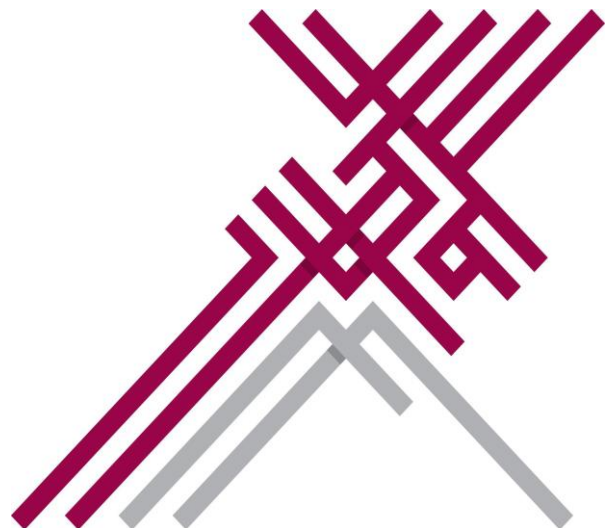


Special Educational Needs and Disability Information Report

Adopted: September 2026
Next Review: September 2027



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Vision & Values

Our Vision

At TMS we want to 'Believe Achieve Succeed'. We believe all stakeholders should have high aspirations for our students, we believe they can achieve the highest academic outcomes, and that they will become successful citizens equipped to be the leaders of tomorrow.

Our Values

Believe

We believe all our students will be successful

Achieve

We believe our students will all achieve excellent academic outcomes

Succeed

We believe our students will become successful citizens equipped to be the leaders of tomorrow

At The Mandeville School, we are committed to ensuring that every learner is empowered, every need understood, and every success celebrated.

We believe all students should access a broad, ambitious curriculum and thrive academically, socially, and emotionally.

We promote inclusion through:

- High expectations for every learner
- Early identification of need
- Strong partnership with parents
- Evidence-based intervention
- Professional teamwork and accountability

The Special Educational Needs and Disability Regulations 2014 require the school to publish certain information regarding our provision for students with special educational needs and disabilities (SEND). This information is updated annually. We hope parents of current and prospective students find the following information helpful and we encourage all interested parties to contact the SEND Department for more information.

The School's Key Contacts

The name and contact details of the school's SEND coordinator:

SENDCo / Assistant Head of School

Cheyenne Jones-Rayson

Office@mandeville.school

Cheyenne.jones-rayson@mandeville.school

Tel: 01296 745400

Assistant SENDCos

Tevin Morrison

Tevin.morrison@mandeville.school

Tel: 01296 745400

The contact for compliments, concerns or complaints from parents of students with SEND:

The contact for compliments, concerns or complaints from parents of students with SEND:

Sara Durose – Head of School

Office@mandeville.school

Tel: 01296 745400

The school's Complaints policy can be found here:

[Complaints Policy](#)

Provision

The Mandeville School is an inclusive school which provides for students with a wide range of special educational needs including those with:

We support needs within the four areas outlined in the **SEND Code of Practice**:

- **Communication and Interaction** - this includes students who have speech, language and communication difficulties including autistic spectrum condition
- **Cognition and Learning** - this includes students who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia
- **Social, Emotional and Mental Health** - for example, attention deficit hyperactivity disorder (ADHD), anxiety or eating disorders
- **Sensory**: This includes students who experience difficulties with sensory processing, such as hypersensitivity or hyposensitivity to sound, light, touch, movement or smell
- **Physical Needs** - this includes students who have visual or hearing needs, or a physical disability.

We also support Looked After Children (LAC), Previously Looked After (PLAC), EAL learners, and pupils with

Identification of Students with SEND

(See The Mandeville School Identifying SEND Flowchart)

We follow a clear and structured approach to identification, ensuring needs are recognised early and accurately. Identification draws on teacher insight, student voice, parental information, assessment data and pastoral context. Students are regularly monitored through their daily interactions with staff and within the learning environment.

Our identification routes include:

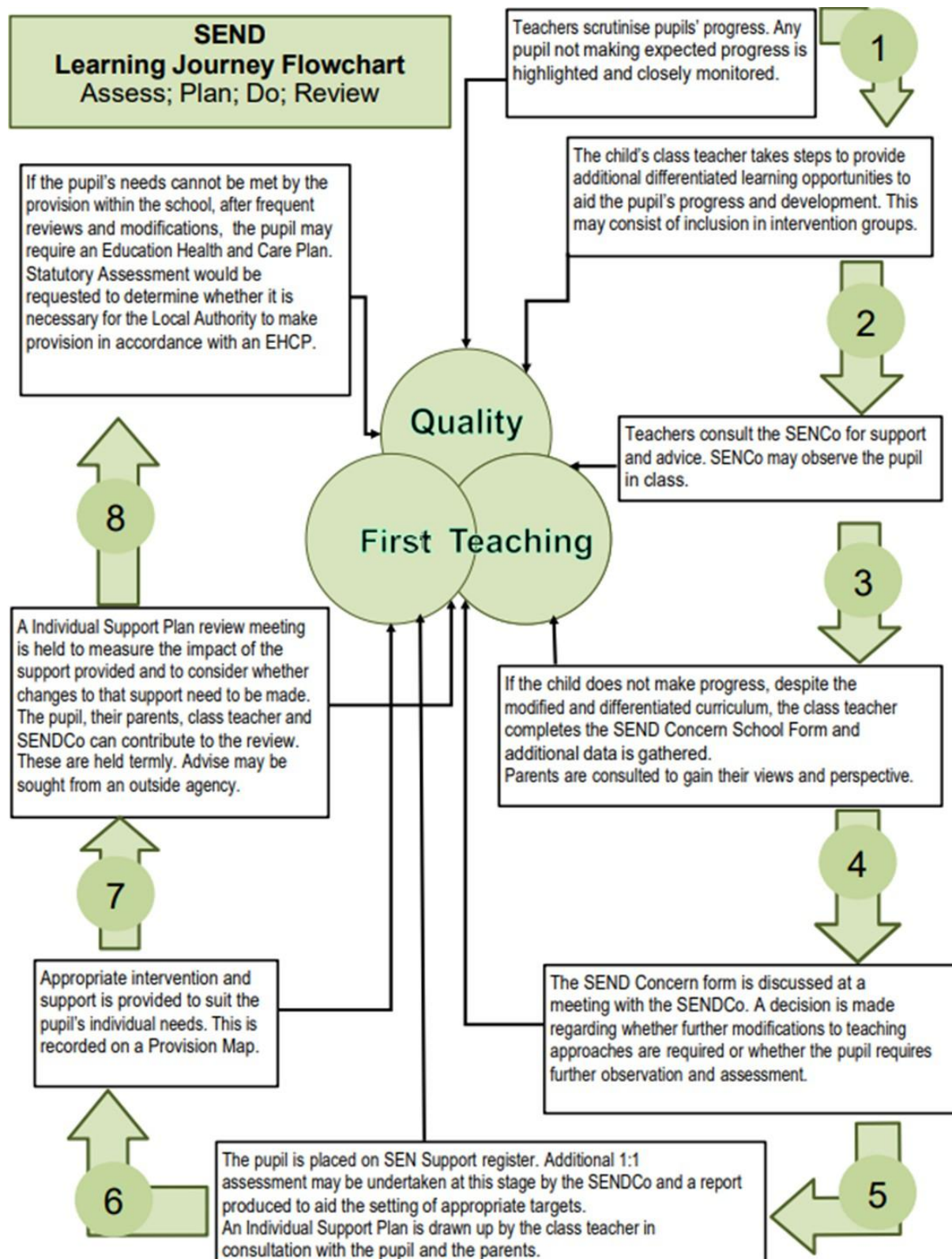
- SEND Assess Stage Google Form submitted by staff when concerns arise
- Classwork, assessments, SEMH indicators and observations
- Formative and summative assessment to identify students not making expected progress
- Pupil Voice Form to understand how students experience their learning
- Liaison with primary schools to ensure continuity of information
- Referrals from parents, external agencies and concerns raised by Heads of Year
- Assessment on entry to The Mandeville School to establish baseline needs.

Where concerns are identified, we take timely action through the graduated approach: assess, plan, do, review.

Depending on the level of need, students may be placed on:

- SEN Monitoring
- SEND Support
- or considered for assessment for an Education, Health and Care Plan (EHCP)

Our aim is always to identify need as early as possible, remove barriers to learning and ensure that students can access appropriate support to thrive academically and emotionally.



Support for students with SEND

1. A highly ambitious curriculum for all students

Our curriculum is designed so every student, including those with SEND, can access challenging, meaningful learning that builds knowledge over time.

2. High quality teaching

Our approach is grounded in the TMS Teaching and Learning Policy and the **TMS Core**, which emphasise clear instructional routines, modelling, checking for understanding and responsive adaptation. These strategies ensure students with SEND can participate fully in lessons.

3. Knowing the individuals we teach

Teachers use student profiles, SEND Passports and assessment information to understand individual needs, strengths and barriers. This knowledge enables staff to tailor their approach and provide clarity, structure and reassurance.

4. Well planned and targeted interventions where required

When additional support is needed, students access targeted interventions, small-group work and specialist input to close gaps, build confidence and improve engagement.

Wave 1, Wave 2, Wave 3 Provision

Wave 1: Universal (Quality First Teaching)

- Adaptive teaching
- Scaffolding and modelling
- Visual supports, vocabulary teaching
- Access to overlays, chromebooks, alternative methods of recording
- Behaviour and emotional regulation strategies

Wave 2: Targeted Intervention

Examples include:

- Reading Plus
- Lexonic Leap
- Entry Level pathways (English, Maths, Science)
- Handwriting and fine motor support
- Nurture and mentoring sessions
- Speech, Language & Communication support

Wave 3: Specialist Support

- 1:1 work with an Assistant Teacher
- External agencies (EP, SaLT, CAMHS, OT)
- Personalised timetables
- Support for severe and persistent needs
- EHCP provision

The Universal Offer

Quality First Teaching that is adapted for individual students is the first step in supporting those who have been identified with learning needs and disabilities.

“Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. (SEN Code of Practice 2015, Chapter 6.36)”

At The Mandeville School the first stage of support is ensuring that students receive high quality teaching and learning in the classroom.

“High quality teaching, adapted for individual students, is the first step in responding to students who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers’ understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered. (SEN Code of Practice 2015, Chapter 6.37)”

Our curriculum planning, professional development and staff training focus on supporting all students to make sustained progress

Each subject area designs its curriculum so that knowledge is sequenced for long term retention, with multiple opportunities to revisit and embed key ideas through deliberate practice and regular checks for understanding

In every subject, key threshold concepts and essential knowledge are identified so that all students secure these foundations before moving on to new learning or applying them to more complex material.

Targeted & Personalised Provision

If a student is identified as having a learning need, they will be added to our SEN register following consultation with their family.

A **Personalised Centred Learning Plan (PCLP)** will be created and shared with all staff. This outlines the student’s strengths, learning needs and the strategies that support them best. It will also include any interventions the student is currently accessing.

Students who require support beyond the universal offer can access a range of targeted interventions through our inclusion team.

Our team of skilled Assistant Teachers are deployed to address specific needs, working in small groups or providing 1:1 support to build confidence, learning and resilience.

Interventions Outside of Mainstream Learning

Students may be withdrawn from some mainstream lessons to receive further support with Literacy and/or Numeracy during KS3 for a period of six weeks

Students will be identified for these interventions early on in Year 7 through completion of formal progress tests in English, Maths and Science

If results from these initial assessments are significantly below expected levels for their age range, they will receive further intervention

Students' chronological reading age is also assessed and used as further evidence when identifying students who may need additional support

Students may also receive interventions to support aspects of their Social, Emotional, Mental Health

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

- Support from a school counsellor
- Nurture programme
- Accredited Lego Therapy
- Art Therapy delivered by an external provider
- Referral to the MHST and CAMHS
- Buy-in to an Educational Psychologist for students with high level needs
- Strong links with Bucks County Council SEND teams for students with Educational Health Care Plans (EHCPs)
- Summer School to ease the transition to Secondary School
- The House which is an alternative provision for students who present with Social, emotional and mental health needs.

We will inform parents of all additional interventions that students are involved in and discuss the process and hold regular reviews to discuss progress and impact of these interventions.

We have a zero-tolerance approach to bullying and have a robust Anti-Bullying policy and procedure in place. Staff are aware that students with SEND are very vulnerable to bullying and we offer key worker mentoring support for those students with high level needs.

Monitoring & Evaluation of SEND Provision

Assessing and Reviewing Students' Progress Towards Outcomes

We follow the graduated approach and the four-part cycle of assess, plan, do, review. This ensures support is continually reviewed and adapted to meet individual needs.

- Regular review meetings take place with students and their families to discuss

- provision, evaluate progress and agree next steps
- All teachers and support staff working with a student are informed of their needs, the intended outcomes, the support in place and the classroom strategies required. The effectiveness of interventions is reviewed routinely to check impact on progress and engagement
- The progress of students with SEND is closely monitored through whole-school tracking systems and ongoing assessment
- Raising Achievement meetings are held termly to review progress in English and Maths, with a particular focus on students with low prior attainment, SEND and Pupil Premium, across both Key Stage 3 and Key Stage 4
- Annual reading assessments are analysed to identify students who may require access arrangements for exams, ensuring appropriate support is in place well before the examination period.

Evaluating the Effectiveness of SEND Provision

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

- Monitoring the quality of teaching and learning as part of the universal offer
- Ensuring staff use PCLPs effectively to support classroom practice
- Maintaining regular communication with parents and carers
- Holding SEN review meetings with students and sharing outcomes with families
- Using learning plans to measure progress and inform targeted interventions
- Tracking student progress through a range of measures, including:
 - Increases in chronological reading age
 - Internal assessment data at Key Stage 3 and 4
 - Progress 8 and Attainment 8 data at Key Stage 4
 - Termly reviews of progress towards individual goals
- Holding annual reviews for students with Education, Health and Care Plans
- Reviewing the impact of interventions to determine effectiveness and next steps
- Gathering student voice through questionnaires and check-ins
- Ongoing monitoring of SEND provision by the SENDCo

Consulting and Involving Students and Parents/Carers

At The Mandeville School, we understand that the most significant and powerful factor in supporting learning and progress lies within the positive relationships that we build with students and their parents/carers

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

- Everyone develops a good understanding of the student's areas of strength and difficulty

- We consider parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on the agreed next steps

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

We will formally notify parents when it is decided that a student will receive SEN support.

All parents of students who have an identified additional need are informed on a regular basis to discuss how their child's needs are being met and to work in partnership with school to ensure that the student is enabled to make good progress.

Parents of students are invited to Parents' Evenings to meet key members of teaching staff and discuss progress.

Students with Education Health Care Plans have at least three review meetings per year with the school including an annual review meeting.

'SEN Support' students are also supported with three review meetings per year.

The SENDCo, Pastoral team or Inclusion team support families and staff to ensure high quality provision and communication for the teams working with our young people.

Supporting Students Moving Between Phases and Preparing for Adulthood

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

At The Mandeville School, we are happy to talk to parents at any educational stage but recommend a meeting in year 6 so that we can begin to prepare appropriate provision and access arrangements.

We also offer:

- Induction Days to Y6 students
- Additional transition visits for vulnerable Y6 students
- Attendance at TAF meetings, and annual review meetings, for students in Y6
- Careers advice during Year 11 to support students with Post-16 pathways, UCAS applications or applications for employment

- 'Next steps' guidance as part of SEND reviews and EHCP reviews
- Preparation for Adulthood (PfA) curriculum strand

We have a clear equalities policy and consider access issues carefully to ensure a successful transition to the next phase of education wherever this may be.

Additional Support for Learning

Support Available

We have a team of skilled Teaching Assistants who are trained to deliver student interventions such as Reading intervention, Numeracy intervention, Nurture, Lego Therapy, Anger Management, etc.

We also work closely with a wide variety of external services to ensure that every student's individual needs are understood and met. These external services include:

- Educational Psychologist
- Hearing Impairment Service
- Physical Disability Service
- Speech and Language Therapist
- Visual Impairment Service
- Mental Health Team and CAMHS
- The Specialist Teachers Team
- Art Therapist
- Social Care
- Specialist Teachers (Hearing, Vision, ASD, SEMH)

Roles and Responsibilities

SENDCO

Key responsibilities of the SENDCO include:

- Work with the Head of School and the SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services

- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the Head of School and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEND up to date

The SEND Governor (Ali Foy)

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the Head of School and SENDCo to determine the strategic development of the SEND policy and provision in the school.

Head of School

The Head of School will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of students with SEN and/or a disability

Class Teachers

Each class teacher is responsible for:

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

Learning Support Team:

Each Assistant Teacher is responsible for:

- Working closely with the SENDCo and teachers to provide support for students in order to raise standards of achievement for all students
- Encouraging students to become independent learners
- Providing support for their welfare and to support the inclusion of students with SEND in all aspects of TMS life.

Expertise and Training of Staff

Our teaching and learning policy focuses on developing staff expertise in evidence-based strategies that have the greatest impact on students with SEND, disadvantaged students and lower attainers. Staff receive ongoing training through CPD, coaching and departmental development.

The SENDCo is a member of the school's leadership team and holds the NASENCo qualification as well as the NPQ in Leading Teaching, ensuring a strong understanding of both strategic SEND leadership and high-quality classroom practice.

The SEND team includes Assistant Teachers and support staff who receive regular training in areas such as SEMH, autism, literacy support, regulation strategies and inclusive classroom practice.

Additional Information

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 SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the SEND information report

Complaints about SEND Provision

Complaints about the SEND provision in our school should be made to the SENDCo in the first instance.

Please email: cheyenne.jones-rayson@mandeville.school

They will then be referred to the school's complaints policy, and The Head of School.

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

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

The Local Authority Local Offer

The School's Link to the Bucks Local Offer

Information for the Local Offer for Buckinghamshire is available at:

The Bucks Local Offer provides information and advice on Special Education Needs & Disability provision, both inside and outside the Local Authority. If you wish to contact Buckinghamshire County Council about the Local Offer please call 0845 688 4944 or email <https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/localoffer.page>

Information for The Mandeville Schools Local Offer is available at:

<http://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/service.page?id=85FKuq42xY#localoffer>

Monitoring Arrangements

This policy and information report will be reviewed by SENDCo and SEND Governor **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

Frequently Asked Questions For Parents

How Will You Monitor the Progress of My Child?

As with all students in school, teachers will use a variety of measures to monitor and assess the progress of students in their subject

Please see the school's assessment policy for further details. In addition to this, students on the SEND register will have 3 SEND review meetings in an academic year to discuss their progress and provision

Students having interventions will have their progress monitored via specific assessments linked to the intervention and the SEND department records and collates these for each student individually.

Are there any Appropriate In-School Assessments That Could be Done to Identify Whether my Child does have Additional Needs?

In school there are a number of assessments we can carry out in addition to the normal summative and formative assessments used by class teachers

These include reading and spelling tests, literacy difficulties /dyslexia screening

In addition to this we also use the Bucks County Council SEN Guidance which supports the identification of Special Educational Needs and outlines best practice in supporting students

using the Assess, Plan, Do, Review Graduated Approach

Please contact the SENDCo to outline your particular concerns and areas that you feel your child is struggling with or not making progress in.

How will all the different Teachers know about my Child's Needs?

The school uses Student Passports for each student on the SEN register which summarise the students needs, barriers to learning, strengths and strategies that work for them.

This can also include information that is given to us from a student's primary school or a previous setting.

The Student Passports are shared with all teachers that teach the student so that they can best plan to meet their needs in their lessons. Staff also have access to information about best practice for meeting each SEN in their teaching.

What additional support or resources does school offer for children with Special Education Needs?

A range of support is available to students with Special Educational Needs.

Lots of this will be provided through our whole school universal offer as part of high quality, inclusive teaching.

For students requiring more intensive support, the SEND department offers a range of group or 1:1 interventions to address gaps in learning and develop learning and social and emotional skills.

We offer an intensive literacy programme to support students who have transferred from primary school below age related expectations in reading and with low reading ages.

We also offer numeracy interventions at key stage 3 to support students in their functional numerical skills.

For KS4 provision we look at the needs of individual students and provide interventions where possible. This could include additional literacy or numeracy support, or further support with one of their chosen option subjects.

I think my son/daughter should be entitled to extra time (reader/scribe/word processor) in their Exams. Could this be Investigated Please?

The Joint Qualifications Committee (JCQ) produces guidance and requirements about Exam Access Arrangements (EAA) and it is not necessary to be on the SEN register to be entitled to them. However, students do need to meet the JCQ criteria for a given EAA and this should be their normal way of working in school.

The school screens and monitors students' reading and spelling ages during years 7 to 11 and uses school tests to identify those candidates who need to be assessed for access

arrangements.

Additionally, the SENDCo takes into consideration the candidate's self-reported difficulties as well as comments and observations from teaching staff who have noted his/her needs.

The assessments for access arrangements are carried out by an external Specialist Assessor, usually at the end of year 9, and are officially applied for when students are in year 10.

Access arrangements for exams need to reflect students' normal way of working.

How /when can I discuss my concerns with school/SENDCo?

If your child is on the SEN register, he/she will have 3 SEND reviews each academic year with his/her key worker. Parents will be informed of the outcomes of these meetings.

If you would like to meet with the SENDCo, please request an appointment to meet with her.

At other times of the year, parents can phone or email the SEND Department to discuss any concerns they have.