



Manchester Academy
SEN Policy & Code of Practice 2018 – 2019

Draft policy until reviewed by governors

“The Special Education Needs (SEN) Policy follows the aims, objectives and key principles of the United Learning Special Needs and Inclusion Policy.”

‘A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.’

Special Educational Needs Code of Practice 2014

The School in Context

Manchester Academy is an 11-16 Academy situated in the Moss Side area of Manchester. Manchester Academy is positioned in Family 11 in the Greater Manchester family of schools (City Challenge) in relation to: socio-economic family, EAL family and mobility family.

The school has due regard to the Code of Practice in the *identification and assessment of Special Educational Needs (2014)* in relation to the Children and Families Act 2014.

Learning difficulties include those caused by Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health Difficulties and Physical/ Sensory Impairment.

Academy Ethos

The ethos at Manchester Academy is based on the United Learning maxim of **‘The Best in Everyone’**

The ethos is underpinned by that of the ULT which is based on Christian principles. As a member of the [United Learning family](#) Manchester Academy shares the objective of bringing out ‘the best in everyone’, enabling each student to become a balanced, happy and articulate person with the intellectual freedom to be creative; confidence to initiate; flexibility to respond to challenge, change and adversity; compassion to serve others; spirit to enjoy life; integrity to be trustworthy; and motivation to have a lifelong love of learning.

The SEN departments seek to develop the full potential of each child, recognising the uniqueness of each individual. We aim to provide support for pupils who require it within a caring environment that allows pupils to develop towards their full potential regardless of ability.

The school implements the 3 key principles for Inclusion at all levels of curriculum planning:

- Pupils with SEN and Disabilities are entitled to have suitable learning challenges set for them. This is achieved through school and support agency assessment; carefully planned learning programmes and developing a flexible curriculum that will enable pupils to be successful and make progress.



- The school ensures that action is taken to respond to diverse needs through the developing policies and practices that ensure equal opportunities for both girls and boys; pupils from a variety of different cultures, including travellers, refugees and asylum seekers.
- The school helps to overcome potential barriers to learning and assessment for individual and groups of children by providing early intervention of individual needs, appropriate planned interventions and clear monitoring and review procedures, for all pupils including those for whom English is an additional language.

1. School Arrangements

Definitions: As detailed in the *SEN Code of Practice (2014)*

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or*
- Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post-16 institutions.*

At Manchester Academy we make sure that children are not regarded as having a learning difficulty solely because of their language skills or that the language spoken at their home is different from the language in which they will be taught.

Special educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.

(See Section 312, Education Act 1996)

2. Objectives of the Policy

We aim to offer a clear, coherent way to provide for the special educational needs of as many children as possible in as flexible way as possible. This policy is linked with our *Equal Opportunities Policy* and its implementation.

Through the SEN policy at Manchester Academy we will:



- (i) Boost the literacy and numeracy skills of pupils with general and specific learning difficulties both as an end in itself and as a means of providing maximum access by such pupils to the rest of the curriculum.
- (ii) Develop differentiation in all lessons to improve the educational opportunities of all pupils, regardless of ability.
- (iii) Meet the special educational needs of children with physical disabilities as far as is practicable in terms of the layout/resources of the school.
- (iv) Increase the confidence of pupils with SEN, encouraging them to be involved in their own provision.
- (v) Communicate with parents about all aspects of the special needs provision made for their children and to seek to develop this partnership.
- (vi) Deploy the resources of the Learning Support Department (SEN) in as effective a way as possible.
- (vii) Use the SEN Code of Practice as a framework for identification of, and provision for, pupils with special educational needs.



Manchester Academy Code of Practice

Responsibility for the co-ordination of Manchester Academies SEN provision

The Governing Body will:

- (i) Do its best to ensure that the necessary provision is made for any pupil who has special educational needs
- (ii) Ensure that, where the “responsible person” – the principal/designated person or the appropriate governor – has been informed by the LEA that a pupil has special educational needs, those needs are made known to all who are likely to teach them
- (iii) Ensure that teachers in the school are aware of the importance of identifying, and providing for those pupils who have special educational needs
- (iv) Consult the LEA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- (v) Ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- (vi) Report to parents on the implementation of the school’s policy for pupils with special educational needs through the Governors’ Annual Report to Parents.

(See Section 317, Education Act 1996)

- (vii) Have regard to this Code of Practice when carrying out its duties toward all pupils with special educational needs

(See Section 313, Education Act 1996)

The Principal/Designated Person for SEN is Nicola Capstick

- Ensure the existence and regular review of the SEN Policy
- Have responsibility for the day-to-day management of all aspects of the school’s work, including provision for children with SEN.
- Ensure all members of the school community have knowledge of the policy
- Contribute to the monitoring of effectiveness and impact of strategies used
- Include updates on progress made by SEN students in the annual report
- Ensure the policy is published to all staff, parents/carers and students once a year

Teaching and non-teaching staff:

Are made aware of the school’s procedures for identifying, assessing and making provision for pupils with special educational needs through the SEN Staff Handbook. The SEN register and other information is distributed by the SEN coordinator. All teachers have a responsibility to bring to the attention of the SEN coordinator any child whose needs they believe are not being met (see procedure below). It is incumbent upon teachers to be aware of the varying needs of pupils in their classes and to differentiate accordingly. All teachers are teachers of pupils with special educational needs.

The Special Educational Needs Co-ordinator is Mrs Capstick, who is responsible for the implementation of the SEN Policy, in particular:

The day-to-day operation of the school's SEN Policy and for co-ordinating provision for pupils with special educational needs, working closely with staff, parents/carers and other agencies

- (i) Actioning referrals
- (ii) Liaising with and advising other members of school staff
- (iii) Maintaining the school's SEN Register and overseeing the records of all pupils with special educational needs.
- (iv) Liaising with the parents of children with special educational needs
- (v) Liaising with external agencies, including the educational psychology service, the health and social care services and voluntary bodies in consultation.
- (vi) Liaising with the Key Stage Team who oversee the education, behaviour and development (SEMH) of pupils
- (vii) Managing and deploying the school's Learning Support Assistants
- (viii) The managing and co-ordination of the SEN Department

Arrangements for co-ordinating SEN provision

The SEN Department comprises of the SENCo, Assistant SENCO, Two Higher Level Teaching Assistants (HLTA) and 10 Learning Support Assistants who meet regularly to discuss updates and progress of children on the SEN register.

Provision of all SEN students is co-ordinated by the SENCo. All referrals, requests for support for classes or help for individual students should be brought to the attention of the SENCo. This should be directed through to the SENCo by SLT, CALs or the Key Stage Teams, this should be done by completing a referral form. The member of staff with concern will fill out the form and pass it to their CAL, who will authorise this to be sent to NCA as a referral.

Admission Arrangements

The school will admit, as a matter of course, all pupils in the catchment area, and all those out of catchment granted places by the LEA, who are able to benefit from the education on offer in the school.

New pupils who begin midyear are tested and interviewed. The school strives to obtain information from previous schools especially for those pupils identified with having SEN or EAL.

The school has a comprehensive transition system for Year 6 students. In addition, the SENCO and the Transition Co-ordinator visit all feeder primary schools to obtain information that is then shared via the SEN register.

Specialist SEN Provision

Special Facilities:

The school follows the Primary Base Model in two Year 7 classes, two year 8 classes and two year 9 classes. This enables teachers to stay with their class for 80% of their time. The current teachers of transition are Primary and ASD trained. The current teacher of the EAL transition class has inclusion training and is supported by EAL support assistants.

STRIDE

STRIDE (Students Taking Responsibility In Developing Excellence) is an SEN provision to support a range of needs and difficulties. Below outlines the students that can access it. If support is required from STRIDE, then a referral form needs to be completed and returned to the HLTA staff within STRIDE for consideration.

STRIDE can support the following:

1. Students whose literacy and/or numeracy is such that they need some catch-up, personalisation or intervention strategies to be put in place, despite previous interventions, they are unable to access the curriculum.
2. Students who are struggling academically to access the curriculum or individual subject lessons who need personalised intervention.
3. Students who require a structured alternative provision as a prevention, who may display negative behaviour due to their academic ability.
4. Students with STRIDE timeout passes who have been referred and approved by SENCO
5. Students with a medical condition (temporary) who are in school approved by a GP/parent consent, where alternative provision of use of the lifts arrive/leave classes early do not meet their needs.

The school works closely with Melland Specialist School and Grange School for specialist support in the areas of SEN need. Outreach support is available from both schools to provide strategies for support and advice for teachers.

Our building is easily accessible by wheelchair and there are disabled facilities: a lift near the main entrance and a disabled toilet situated by the main office. There is an additional disabled toilet situated in the PE department

Experience of the SENCo – The SENCo holds the National Award for SENCO qualification and Level 7 Dyslexia Assessor Qualification. The SENCO is a qualified teacher in Physical Education.

We have two specialist resourced provisions for the Hearing Impaired (HI) and students with Autism Spectrum Disorder (ASD). For a child to be placed within the ASD resourced provision, parents must apply to the local authority and request that this provision be named on the EHC plan. If places are available within the base then a full consultation will be given. Similarly, for a place in the HI base then consultation between school and the Lancasterian Sensory support service will take place to ensure it is the most appropriate provision.

Facilities for vulnerable pupils, those with SEN or who are disabled

We work closely with parents and other agencies to ensure that we are meeting the needs of all vulnerable groups.

Allocation of resources for vulnerable pupils, those with SEN or who are disabled

Resources for SEN is monitored by the SEN line manager and is in line with the number of students who have a statutory requirement to support based on their Education, Health and care plan.

Identification and review of pupil needs

Objectives:

- That our assessment arrangements ensure that pupils' special needs are identified as soon as possible
- Assessment data is used to inform decision making and planning
- Pupils with SEN are given a full and equal access to a broad and balanced curriculum
- Appropriate resources are based in the SENCo room and relevant departments and teachers are aware of them to ensure that needs can be met
- The SENCo and/or the Transition co-ordinator attends Annual Reviews, for Year 5 & Year 6 students at their primary schools
- The SENCo also attends reviews on pupils at SEN support
- At our open evenings, parents have an opportunity to talk to the SENCO

The SENCo and the Transition co-ordinator endeavour to get the SEN folders from the primary schools so that information can be shared with staff.

A summary of information discussed at the review meetings is given to the Head of Key Stage 3. This informs setting and grouping our children. The SEN register is updated termly so that staff have got the necessary information. The SEN register is available for all staff to access.

Key Stage 2 results are analysed and the new Year 7 pupils undergo reading test, CAT testing and a Speech and language screening assessment.

The subject teacher is also responsible for identifying SEN through observation and assessments. The teacher should bring any concerns to the SENCo. A referral may be made to the Educational Psychology Service if needs are considered to be hard to identify or severe.

Other agencies may also be involved where relevant.

Identification strategies that can be adopted:

- Observation (in the case of outside agency observation a parent/ guardians permission must be given)
- Results of standardised tests
- Teacher observation
- Discussions with parents/guardians and pupils



- Discussions with other staff, Key Stage Directors, Learning Support Assistants, subject teachers, informal advice from other agencies

When a child has been identified as having an SEN need (other than natural transition of information i.e. primary to secondary) parents should be informed and the pupil's name should be placed on the SEN register. Information then needs to be gathered about the pupils needs and an appropriate plan is written for statemented students and given to all teachers of those students.

Manchester Academy's provision and graduated response to meeting the needs of Pupils with Special Educational Needs, including process for identification.

Provision for Pupils with Special Educational Needs

The following stages of provision are offered in line with the Code of Practice, with additional focus on identifying by need.

Additional Educational Need

- Students who need additional support, such as differentiated learning, additional classes or additional in class support by a Learning Support Assistant or Behaviour Team Assistant. Students should be identified by need in that class which will be one of the following:
 - Cognition and Learning need
 - Social, Emotional, Mental Health need
 - Physical/ Sensory Impairment
 - Communication and Interaction need
- Students with Additional educational needs can be identified by the CAL, Subject Teacher, Form Tutor, Year Directors or parents.
- Students may have an Additional Educational Need that is subject specific or may have an additional need across a range of subjects.
- These students will be recorded as Monitoring on the SIMS SEN register.

It is the subject teacher's responsibility for working with the pupil in their subject area.

A range of strategies are used to support the needs of students with Additional Education Needs including:

- Different learning materials or more effective strategies.
- Special equipment or resources.
- Some group or individual interventions from the subject teacher, LSA or SENCo.
- Undertaking staff development.

School Action Plan

The definition of 'SEN Support, which is used by Manchester Academy, to ensure students are on the SEN register at the appropriate stage in line with SEND guidance.

- Students may become identified as being SEN Support by the following:
- (These are called triggers)

- Each half term there will be a review of the students with Additional Educational Needs
- The review may be done by the Year Director, SENCo, Behaviour for Learning Director – Once completed the outcomes should be shared with the SENCo
- If the review establishes that a pupil makes average to good progress then they will stay at ‘Additional Educational Need (Monitoring stage)’
- If the review establishes that a pupil makes little to average progress the SENCo will decide what is the most appropriate action to take
- This will be either to involve an outside agency or to map the additional support that the school can provide
- If the next stage is to give a substantial amount of additional support within school, then the SENCo will ensure that this is at the appropriate level for SEN Support, again parents will be consulted and kept up to date with information
- Once a student has been identified as ‘SEN Support they are again identified by ‘NEED’. Their need will be one of the following:
 - Cognition and Learning need
 - Social, Emotional, Mental Health need
 - Physical/ Sensory Impairment
 - Communication and Interaction need

If a student is seen to be in these categories above, they will be placed on an appropriate learning plan that will be compiled by either the SENCo, Director for Behaviour for Learning, Year Director or a combination of. The learning plans have teaching strategies included, and deflection strategies for classroom disruption. These learning plans are then shared with teachers who are expected to have these learning plans printed and used to inform the planning of their lessons. Teachers should set appropriate learning targets for the student and review regularly.

Educational Health Care Plan

Students may become identified as needing an Assessment for An Educational Health Care Plan by the following:

Note: these are called EHC triggers

- A review at SEN Support establishes that a pupil makes little or no progress in spite of the additional programme at SEN Support.
- An assessment of the pupils needs has established severity and complexity of SEN.
- There will be a parental consultation and an Educational Psychologist will be commissioned to complete an assessment.
- LEA paperwork will be completed by the SENCo in conjunction with appropriate colleagues.
- All Learning Plans from SEN Support will be sent, the Educational Psychologists report any additional outside agency paperwork.
- It is also good practice to have a multi-agency meeting at this stage to decide appropriate action whilst the assessment of the student takes place.
- Once a student has an EHC agreement they will have termly reviews and an annual review.



- If a student does not meet the threshold for an EHC, Manchester Academy will continue to put in place the appropriate support needed, and will seek further advice and support from the relevant outside agencies.

It must be noted that if at any of the above points the SENCo believes that a referral to the Child Protection Officer, School Nurse or School Counsellor is needed then it will be done as part of the role through the correct procedures – see safeguarding policy.

Access to the curriculum, information and associated services

All pupils follow the National Curriculum access to which is facilitated by:

- Providing a differentiated curriculum, GCSE, BTEC or external provisions
- EAL induction class for ‘new starters’ who are new to the country
- Two Transition classes in Year 7 and 8
- In-class support by Learning Support Assistants
- Withdrawal of small groups or 1-1
- Flexible groupings
- Smaller groups in classes with pupils of lower ability where possible
- Advice sought from relevant agencies and services

Inclusion of vulnerable pupils, those with SEN or who are disabled

All students are encouraged to participate fully in the academic, social and pastoral life of the school. The school has an Attendance Officer who monitors attendance and punctuality.

The school uses flexible timetables with a small number of identified students.

The school has a nurture group for vulnerable students and students who have behavioural difficulties at lunchtime.

Evaluating the success of provision

CALs are responsible for ensuring that:

- Staff use the Learning Plans that are on staff shared and monitor the progress of learners with SEN in the subject areas.

Subject teachers and LSAs are responsible for:

- Recording progress towards the achievement of targets by reviewing them and monitoring and recording progress of individual/groups of students

The SENCo is responsible for:

- Monitoring the progress of pupils with SEND
- Monitoring the work of LSAs in the classroom

Parental and Pupil involvement:

- Students are involved with their target setting and their views considered
- Parents are involved in the appropriate learning plans/target setting and review process (including annual reviews)

Complaints procedure:

- Complaints may be dealt with by the SENCo in the first instance and then the Vice Principal who line manages SEN.
- The above is all done in accordance with the *United Learning Complaints Procedure*. If any further complaints are made they are dealt with through Manchester Academies HR/complaints procedure

In-service training:

- There is a comprehensive in-service training package for all Learning Support and Teaching Staff based on teaching SEN students with specialised training throughout the year for staff to attend.

Working in partnership with parents

The SEN department is building up relationships with parents encouraging them to let us know if there is anything we can do to improve our services. Coffee mornings, telephone, email and face to face meetings are just some ways in which we communicate with parents. We share positive news of the events with the SEN department through the school newsletter.

Links with other schools

[Grange School](#) and [Melland High School](#) have a specialist outreach worker who works with our SENCo and other teachers to deliver training and resources.

Links with other agencies and voluntary organisations

We work with any outside agencies appropriate for our students.

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