

# Manchester Academy

## SEND Information Report

2021-2022

<b>For office use: -</b>		<b>Review Period:</b>	Annual
		<b>Owner:</b>	R.Hancock
<b>Last review:</b>	September 2021		
<b>Date of next Academy review:</b>	September 2022		
<b>Type of policy:</b>	United Learning Policy	<b>Local Governing Body</b>	Manchester LA
		<b>Group Board:</b>	

At Manchester Academy we aim for '*the best in everyone*'. We aim to meet the needs of individual children through highly effective teaching and learning.

There is an emphasis on early identification of needs through supportive and preventative strategies which reduce barriers to learning.

We work in a flexible way to develop effective partnerships with children and their parents/carers, the SENCO, specialist teaching staff both within the school and external professionals such as Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Art Therapists and Child and Adolescent Mental Health Services (CAMHS) to ensure that the school can meet a broad range of special educational needs and disabilities.

We undertake a rigorous system of monitoring children's progress, supporting academic achievement and personal achievement by removing barriers to learning and use a wide range of strategies to foster a culture of lifelong learning and independent living skills for all children.

You can find our SEND policy on the school website.

### **1. How does the school identify and organise support for children with special educational needs?**

We identify concerns in a variety of ways which can include:

- Liaison with previous schools e.g. primary school.
- Child performing below age expected levels.
- Concerns raised by Parent.
- Concerns raised by teacher e.g. social/emotional difficulties/ self-esteem is affecting performance.
- CATS tests results.
- Liaison with external agencies i.e. educational psychologist/SALT/CAMHS/ learning support service.
- Assessment results.

A meeting will be held with the child's parents/carers to discuss concerns. A plan of action will be implemented to provide the relevant support to meet the child's needs. Examples of this support may include:

- Progress meetings
- Key worker
- In class support
- Intervention groups
- 1:1 support
- Counselling
- Personalised timetable
- Short Stay Alternative Provision

The SENCO co-ordinates all the relevant support for students with Special Educational Needs. This includes:

- Additional support
- Tracking of progress
- Collaboration with external agencies

The school has two specialist provisions for students with Social Communication Difficulties (ASD) and Hearing Impairments. The students in the Social Communication provision (ARC) provision will have access to mainstream lessons as well as targeted individual support. To apply for a place within this provision the student must have an Education, Health and Care plan (EHCP) and an application needs to be made directly to the local authority. For the Hearing impaired provision, students who need support from the specialist H.I team will need to apply through the local authority.

The school caters for students across the four broad areas of need:

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

There are designated teaching assistants who work with students whose primary need fall in to these categories. We have a referral process for teachers who may identify students with an additional need which is passed to the relevant member of staff to follow up. This may involve:

- Observations of student
- Work scrutiny
- Meeting with teachers
- Meeting with parents and/or student

## **2. Who are the key people in the school available to discuss parental/carers concerns about their child's difficulties?**

SENCO: Miss Hancock - email address - [rebecca.hancock@manchester-academy.org](mailto:rebecca.hancock@manchester-academy.org)

ASD Resource Provision Manager: Mr G Harkness

Hearing Impaired Provision lead: Ms A Lloyd

Assistant SENCO: Ms S Rowe

Safeguarding Champion: Ms C Walker

### **Directors of Character and Culture**

Year 7- Mr Clarke

Year 8- Miss Maybury

Year 9- Mr Boyle

Year 10- Mr Thomas

Year 11- Mrs Henzell

Form tutors and class teachers are also available to discuss your child's needs. You can contact them through the main school telephone number 0161 232 1639.

There are also opportunities to discuss concerns regarding the child's needs at the following:

- Learning Plan reviews
- EHC plan reviews
- Parents evenings

Students who have a key worker will have a termly review of their learning plans and passports where targets and levels are discussed.

EHC plan review meetings will be held annually.

The school sends out termly reports with the child's progress. This will identify where your child is currently working at in each of their subjects. You will also be informed of their attendance and attitude to learning.

Teachers/ support staff can ring or email to update parents/carers about their child's progress at any time.

### **3. How will parents/carers be informed about a child's progress within the setting and how will their progress be measured?**

Identified students can have access to have a home/school contact book, if they wish, in which messages can be written between the relevant people to discuss the progress of the child and any concerns that may arise.

Teachers and support staff are available to contact via email and the school's main telephone number. If you would like a meeting, please contact the relevant member of staff to arrange an appropriate time.

Parents can also be informed of their child's progress in school via a termly letter outlining the progress levels.

Those students who have an EHCP will have a learning plan outlining the support required for them to successfully access the curriculum and achieve their potential. Targets will be set and reviewed termly by the student/ learning support assistant and parent/carer. These can also be accessed through our online learning plan tracker, Provision Map. Parents can receive a unique log in that allows them access to their child's individual learning plans and can write communication notes which relevant staff working with the child will be able to view and respond to.

The learning plans will be overseen by the SENCO ensuring the targets are Specific, Measurable, Achievable, Realistic and Timescaled (SMART). The SENCO will organise review meetings for those students with EHC plans.

As a school we measure children's progress in learning against National expectations.

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed.

### **4. What support will parents/carers receive if their child has been identified as having special educational needs?**

Parents will be kept regularly informed with how their child is progressing in school. The SENCO/Assistant SENCO can be available to meet with parents/carers to discuss concerns. The SENCO/Assistant SENCO can provide contact details for relevant support for the family in relation to their child's needs.

Information from the local authority or support groups are given to parents/carers from the school and the

school actively encourages parents/carers of children with SEND to participate in these groups where appropriate.

Parents/carers are involved in the planning and supporting of a child's progress throughout the year. If a child has an EHC plan an annual meeting will be held to set targets for the coming year. Learning passport reviews are held half termly and telephone conversations, emails and home/school contact books are used to share information and discuss current matters.

We work closely with parents to identify if any external agency support is required and where necessary, support parents with referrals to outside services.

## **5. What support is offered to ensure the wellbeing of children with special educational needs and disabilities?**

Every student has a form tutor and a Director of Character and Culture.

Students in Year 7 and 8 on lunch 1 (12.10-12.40) have access to a Nurture lunch table which is supported by learning support assistants; there are various break and lunchtime activities available to develop social skills. These nurture clubs are supervised by members of staff in the school to ensure all children are kept safe.

Students with medical needs have a care plan set up. We have several qualified first aid staff on site that can assist with administering medication in accordance with care plans.

There is a duty placed upon schools to reduce exclusions of all pupils. For specific details on our support and structure please refer to the school Behaviour Policy dated 2019-2020.

Students with SEND have regular progress reviews with their keyworker where they can give their views on how they are progressing in school.

Through termly reviews of their Learning Plans students and parents/carers also have the opportunity to suggest further strategies for progress and other support which they may need.

Students who may require support at the start and end of the day will be identified and a plan put in to place to offer support e.g. escorted by member of staff to pick up points. Some students may require transport to and from school and a risk assessment is put in place for those who do. Drivers will need to be DBS cleared to enable them to escort students to and from school.

Positive handling plans (formerly Risk Assessments) are created for children who require additional support in managing risk within the school. These are done in conjunction with the child, parents/carers, safeguarding/behavior team, pastoral team and SEND team.

How does the school address bullying?

It is important that victims of bullying are supported. Being bullied at any age is traumatic. It is important that we as a school community live up to our core values by offering support that is sympathetic, timely and effective. Please refer to the Anti-Bullying Policy on the school website for more information.

Students who require medication in school must report to student services. This will be given by a trained first aider. Medication should be clearly labelled and full instructions given to the school for safe administration. Should a child have an ongoing medical condition, a care plan will be put in to place in order to identify support required to ensure full inclusion within the school. This will be carried out by the SENCO/ School Nurse team,

parents/carers and child and reviewed annually or more frequently if required. The plan will be sent to all teachers of the child and linked to the confidential folder on the staff shared area. A note will be placed on SIMS identifying the need and to ask identified staff for more information. In an emergency, first aiders will be called who will assess the risk and identify the next steps. In case of the child not breathing, emergency services will be called immediately and parents and carers informed immediately after.

## **6. How will teaching be adapted to support the child with special educational needs?**

It is an expectation of the school that all teachers provide Quality First teaching in response to students' individual needs. By doing this the student will be able to access the curriculum and achieve their full potential.

We adapt the curriculum in varying different ways depending on their individual needs, this may include:

- Allowing more time to complete a task
- Providing different levels of work dependent on ability
- Dividing students into sets dependent on their ability
- Scaffolding tasks

All staff are trained in providing differentiation and scaffolding of work for students with special educational needs. This training is supported by the special educational needs co-ordinator (SENCO), Assistant SENCO and learning support assistants.

Progress of students is measured through:

- Regular progress meetings
- Termly reviews of learning passports
- Meetings with parents and carers
- Meetings with professionals and advisers who are involved in the students care

There is a termly parent voice meeting in which parents can attend and provide feedback on how they feel their child's needs are being met. Alternatively, parents can contact the SENCO to arrange a meeting to provide feedback.

## **7. What different types of support can the child/young person receive in school? (e.g. small group or individual)**

The support which may be offered within the school can include:

- Access to a Learning Support Assistant in lessons.
- Small group interventions in core subjects (English and Maths).
- One to one support in core subjects (English, Maths, Science).
- Specialist teaching in phonics to support literacy.
- Speech and Language therapy.
- Counselling.
- Pathways class (Years 7, 8 and 9).
- Art Therapy.
- Occupational Therapy.
- Social skills.
- Gardening.
- ASDAN course.

We have a various members of staff in the school who hold a range of qualifications specific to students with special educational needs. These include:

- Autism Level 1 and 2
- Dyslexia
- Speech and Language (Elklan)
- Literacy and Numeracy
- Gardening
- ASDAN

### **8. How will the school support your child in unstructured times such as lunchtimes and playtimes and enable her/him to have access to after school clubs, school trips and journeys?**

We offer a range of lunchtime and extra- curricular activities which are specifically geared towards our students with special educational needs. These may include:

- Homework club
- Extra literacy club
- Extra Maths club
- Nurture Club
- Early lunch pass

In order to access these clubs, students will require a pass, renewed every half term. All students are equal and are able to access all lunchtime and after school activities. Trips and residential stays are accessible to students with SEND and an individual plan can be put together to ensure that child is fully supported when off site.

Parents/carers are contacted by letter or telephone regarding any activities or trips which their child may be involved in. They can contact the school at any time, asking for the special educational needs department if they have any concerns regarding trips or activities which their child is involved in.

### **9. How does the school involve children in decisions that affect them?**

Through the use of Learning Plans students are asked their opinions and views on what would help them make progress. This is documented on the plan and all teachers and support staff has these so that they are aware of the student's views. Learning plans are reviewed on termly basis so this information can be updated in line with student's opinions at this time.

Regular progress meetings are also held between students and their key worker. During these progress and aspirations are discussed.

### **10. How are the schools resources allocated to support children with SEND?**

The SEND funding for SEND students is allocated in the following ways:

- Special Educational Needs Coordinator (SENCO) to have the strategic overview of the SEND department and the teaching and learning of SEND students including attainment, achievement, social and emotional development.
- A team of Learning support Assistants (LSA) to provide appropriate support for those students with an Education, Health and Care plan (EHCP)

- Pathways teachers for targeted support of those with low levels of literacy and numeracy.
- EAL support including a Teacher of English as a Foreign Language (TeFL) and Learning Support Assistants (LSA)
- Learning resources including specific resources to meet individual needs linked to disabilities and as identified in the EHCP
- Service level agreements including; Educational Psychologist, Speech and Language Therapist, Occupational Therapist and Art therapy.
- Behavioral and Pastoral support through a team of non-teaching tutors
- Specialist provisions for support e.g. ARC, HI
- Interventions such as Pottery, Boxing or Pet Therapy.

The SENCO has overall responsibility for the SEND provision and reports back to staff, governors, parents and other key stakeholders on progress.

Those students with an EHCP receive support based on the provisions outlined in their plan from school and top up funding. Where specialist support is needed the student may be referred to a specialist provision. This is dependent on the needs of the individual student and the capabilities of the support structures that are in place at the school.

EAL funding provides a dedicated teacher and LSA's to help those students with English as an additional language access the curriculum. Support is provided through a qualified teacher in an Induction group.

### **11. What services external to the setting/school/college can provide support to children with SEND?**

The school maintains links with the following services from Manchester City Council's Education Authority:

- Service for the Visually Impaired
- Service for the Hearing-Impaired
- Speech and Communication Service
- Education Psychology Service
- Parent Partnership Services
- Autism Spectrum team

These services may be used to support the school with the child's learning and mental/social and emotional wellbeing. They may undertake observations and assessments of the students to provide appropriate strategies for supporting the child to make progress.

They may also attend meetings with professionals and parents to provide professional advice. The SENCO/Director of Character and Culture will liaise with these professionals when students are identified as needing external support. This can be done through meetings, emails and reports.

### **12. How are staff in the school supported to work with children with special educational needs and what training do they have?**

We have had many training sessions for the staff at Manchester Academy to ensure the relevant and appropriate support is provided to students with SEND. This includes:

- Speech and Language
- Dyslexia

- Differentiation/Scaffolding
- Autism
- Social and Emotional Mental Health

New colleagues working with the Inclusion department are given a full induction to support them in working with students with SEND. This includes a mentor and shadowing outstanding learning support assistants.

Teachers are provided with training on specific needs, scaffolding and other areas of SEND during INSET days and other available training opportunities. Information is shared through regular team meetings and staff briefings relating to policies and practice.

Staff have access to the school systems which allow them to view learning plans and student information. Class charts allow staff to see which child is on the SEND register and what their area of need is.

### **13. How will the setting support the child in moving on to another school or college or to the next key stage in their education or life?**

For students who transfer from KS2 to KS3, the SENCO visits or telephones each feeder school prior to transfer, or earlier if students are identified as needing additional visits.

Year 6 Students will be invited to attend additional transition visits which help them to become more familiar with the school and help settle them into their new school life. Sessions are facilitated by Learning support assistants to familiarise the students with the KS3 curriculum and the format of the school day.

For students with an EHC plan, an annual review meeting is usually scheduled by the feeder primary school in which the Manchester Academy SENCO will attend to implement targets for their transition to the school. Professionals involved with children with an EHC plan usually attend these meetings and will feedback information to us they feel is relevant to ensure a successful transition to Manchester Academy.

For students transferring to post 16 education, (with an EHC Plan) links are maintained with the SEND Co-ordinators at the local colleges including Loreto, Connell, Xaverian, Manchester College and more.

Information that is usually passed between the feeder schools/colleges and Manchester Academy can include:

- Up to date curriculum levels (National Curriculum/ GCSE's/ Entry Levels)
- Copy of EHC plan+ Learning Plans
- Copy of professional's report e.g. Educational Psychologist report
- Information regarding Access arrangements for examinations and assessments
- SATs KS2 data and CATs test results
- Attendance data
- Log of achievements / behaviour

Students with SEND will be given opportunities to visit colleges and other post 16 provisions i.e. taster days to try out prospective courses and familiarise themselves with the setting.

### **14. How accessible is the school college environment?**

The school building is accessible from all entrances for wheelchair access. A lift is available for those with physical disabilities to access the upper level. A lift pass is given to each individual that requires lift access and it is their responsibility to ensure this is kept safe.

Disabled toilets are available on each floor of the school.

If the parent/carers first language is not English, we can arrange for an interpreter to translate where necessary.

We can also arrange for signers, for parents or students who communicate through British Sign Language.

### **15. Who can parents/carers contact for further information at school?**

The first point of contact for a child with Special Educational Needs will be their allocated key worker. Parents/carers can find out who their child's key worker is by looking at their learning plan on provision map.

Should the key worker be unavailable, or the child not assigned a key worker the SENCO is available to discuss any concerns/issues. Meetings can be arranged with the SENCO where necessary and the best form of contact is through the school office on 0161 232 1639.

If you feel your child has an unidentified special educational need then the SENCO or Assistant SENCO would be the first point of contact in order to develop a plan for ensuring that the relevant process is followed to meet the needs of your child.

When professionals become involved with the child, they are also available to contact to gain further information, discuss concerns/needs regarding the child. These can include the Special Educational Needs Assessment Team, Special Educational Needs Services, and Educational Psychology service.

The parents/carers should contact the Local Authority Admission Team should they wish to place their child at Manchester Academy. If the child has an EHC plan then they can also contact the Statutory Assessment team on 0161 245 7439.

The Information, Advice and Support service (IAS) is also available to provide parents of children with SEND independent advice and support on a range of matters. They can be contacted on 0161 209 8356.

Manchester City Council provide a Local offer which outlines a range of support services available to young people in the area with SEND. This can be found using the following link.

[https://www.manchester.gov.uk/info/500132/special\\_educational\\_needs/6181/manchesters\\_local\\_offer\\_for\\_children\\_and\\_young\\_people\\_with\\_sen\\_and\\_disabilities](https://www.manchester.gov.uk/info/500132/special_educational_needs/6181/manchesters_local_offer_for_children_and_young_people_with_sen_and_disabilities)

### **16. Who can I speak to if I need to make a complaint?**

The arrangements for handling complaints from parents of children with SEND about the provision made at the school can be viewed in the school's complaints policy which can be found on the school's website. The policy outlines the process for parents of pupils who are SEN support. For parents of pupils with EHCPs, parents may contact their local authority for advice.

Version number:	2	Target Audience:	All staff / governors / parents and carers
UCST/ULT/Both:	N/A	Reason for version change:	Update for new academic year.
Date Authorised:	20/10/2020	Name of owner/author:	Rebecca Hancock, SENCO
Date issued:	10/10/2020	Name of individual/department responsible:	SENCO
Date Reviewed:	10/10/2020		