

Manchester Communication Academy



with you, for you, about you.

This document has been approved for operation within	Manchester Communication Academy
Date of last review	September 2024
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Review Period	1 year
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Person Responsible for Policy	
Owner	
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Revision History

Review Date	Changes Made	By Whom
Oct 2022	<ul style="list-style-type: none"> Section 4: Key staff information updated. Section 9: 'Types of SEND provision' updated to reflect provision for 2022-23 academic year. Section 14: 'Specialist Services' list updated to reflect the services and professionals providing support for students with SEND. 	KC
Sept. 2023	<ul style="list-style-type: none"> Changed SEN to SEND throughout the document. Section 4: Key staff information updated. Section 6: 'Quality Teaching' changed to 'First Teaching' Section 7 and 9: 'Pupil Profile' changed to 'Learning Plan' Section 9 - SALT intervention names changed, functional skills and Tutor Trust removed. Days of the week removed on all external agencies. Added information about external provision providers. Section 9: 'Traditional Curriculum' changed to 'Whole School Curriculum' Section 14 - Removed CAMHS pilot information. One Education and Dyslexia specialist added. Section 15 - updated training for staff. Section 17 - Transition Support assistant role removed 	KC and BT
Sept. 2024	<ul style="list-style-type: none"> Section 4 - Nurture Progress Leaders information removed. Section 7 - Information about SEN triage referral process added. Section 9 - List of interventions and provisions updated. Section 15 - department training list updated. 	

This Information Report has been created by Miss Kirsty Carvell (SENCo).

At Manchester Communication Academy (MCA), a significant proportion of pupils require additional support to address one or more barriers to learning. Sometimes, pupils need to be supported for a short period of time to help them overcome a particular transitory difficulty. Other pupils need continuous support throughout their whole time at school.

This school believes that every pupil has an entitlement to develop to their full potential. Educational experiences are provided which promote high achievement and personal development for each individual. The wide diversity of the school's population is

valued as a rich resource, which supports the learning of all. At MCA, we recognise a pupil's right to a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents and personal qualities.

1. Legislation and guidance

This Information Report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 (Section 69) of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

2. Aims

The Information Report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing support for pupils with SEN
- Ensure that the needs of pupils with SEND are accurately identified and effectively met so that all pupils are able to achieve and develop to meet their potential as individuals and members of the community

Through the application of this Information Report we aim to:

- Assess pupils accurately, track their progress regularly and adjust provision in the light of ongoing monitoring
- Ensure that lessons are stimulating, enjoyable and well differentiated to meet the needs of all pupils, including those with SEND
- Make sure that additional support is well targeted, using both in-class support and more targeted personalised interventions
- Continuously monitor and evaluate the effectiveness of our provision for all pupils, including those with SEND.
- Ensure compliance with national SEND policy and the SEND Code of Practice 2014.
- Work closely with the Local Authority and comply with locally agreed policies and procedures.
- Ensure all staff implement the school's SEND policy consistently – fully endorsing our belief that every teacher is a teacher of every pupil including those with SEND.
- Ensure any discrimination or prejudice is eradicated.
- Ensure all pupils have access to an appropriately adapted and scaffolded curriculum.
- Recognise, value and celebrate pupils' achievements at all levels.
- Work in partnership with parents /carers in supporting their child's education.
- Guide and support all school staff, governors and parents in SEND issues.
- Meet the individual needs of pupils.
- Provide appropriate resources for students.
- Involve each pupil in meeting his or her educational needs.
- Provide support and advice for all staff working with special educational needs pupils.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream school.

In addition, at MCA, we believe, in line with the Code of Practice (2014) that all pupils with SEND:

- Have a right to their needs being met in school
- Have an important say in how their needs should be met
- Have a right to a broad and balanced curriculum that prepares them for adulthood.

At MCA we also believe in having aspirational expectations for all pupils, including those with SEND.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Key Staff

SENCo: Miss Carvell

Assistant SENCo: Mr Davies (KS3) and Mrs Brooks (KS4)

SEND Admin: Mrs McLaren

Vice Principal of Inclusion and Belonging: Mrs Thomas

Head teacher: Ms Watmough

Governor for SEND: Helen Robinson

5. What types of SEND are there?

Our school currently provides additional and/or different provision for a range of needs. The Code of Practice breaks down SEN into four main categories of need. Pupils might have one need or many crossing different categories. These include:

- Cognitive and Learning – where pupils have difficulties directly related to their learning e.g. Specific Learning Difficulties (SpLD such as Dyslexia), Moderate Learning Difficulties (MLD) and Severe Learning Difficulties (SLD).
- Communication and Interaction – Speech, Language and Communication Difficulties (SLCN) or social communication and interaction e.g. Autistic Spectrum Condition.
- Social, Emotional and Mental Health Difficulties – where pupils might have difficulties related to anxiety, low mood or ADHD.
- Sensory and/or Physical Needs – where pupils might have difficulties related to their Hearing (HI), Vision (VI) or may have a physical disability (PD) which affects their access to school, learning and the wider community.

6. What is MCA's approach to teaching pupils with SEND?

The underlying philosophy of MCA's SEND Policy is inclusion. We adopt a whole school approach, where every teacher is a teacher of special or additional needs, with the responsibility for supporting the inclusion of SEND pupils into the school community in its widest sense. High Quality teaching takes place in every classroom to ensure that all pupils are supported to make the best progress possible and to fulfil their potential. This will include the use of scaffolding and personalised teaching to meet pupils' specific needs.

We are aware of our duties under the Single Equalities Act 2010 and will make any reasonable adjustment possible to ensure pupils with SEN and/or disability are not treated less favourably and to ensure that their needs are met.

We are aware of statutory guidance entitled Supporting Pupils at School with Medical Conditions (February 2014) and are compliant with these duties.

7. How are pupils identified as having SEND?

The SEND Team visit primary schools to meet with year 6 teachers, the SENCo at the primary schools, and pupils joining the school. Information about pupil needs is then shared with school staff so that Year 7 pupils can be planned for and any information put in place.

Information for all pupils who are identified as having SEND is shared with staff through pupil profiles and an SEN register. These documents detail their strengths, qualities as well as giving staff useful strategies to support them in class and around school.

If any member of staff is concerned about a pupil, they can make an internal referral to the SEND Team who have an SEN triage referral process and meet fortnightly to review referrals and decide on the next steps. Any actions put in place are done so following a 'Assess-Plan-Do-Review' principle:

Assess: If a pupil's progress is a concern and they have a barrier to learning, staff complete a cause for concern/SEND referral form, or speak to the SENCO. An individual monitoring plan, including observations of teaching, assessment of pupils learning, testing, progress checks are completed. The pupil is coded as 'M' (monitoring) on the SEN register if it is felt further assessment or intervention is needed.

Plan: If there is a cause for concern, a parental meeting takes place and the pupil's targets, views and support is discussed.

Do: A Learning Plan is created for the student and support strategies are shared with staff.

Review: Progress is checked and monitored by the SENCO. There are further assessments if they are needed.

After each cycle, targets and progress is assessed and next steps are planned. Next steps may involve escalating pupil up the threshold of need to involve external agencies to support the pupil, if there is a high level of need. In some cases, this may result in a full assessment by the Educational Psychologist and an application for statutory assessment to the Local Authority.

The progress and attainment of pupils with SEND remains the class teacher's responsibility however their progress will be monitored by the SENCO and Assistant SENCO.

8. How are decisions made about which pupils get support and how much?

As far as is possible we will always try to match the support a pupil receives to the amount they need. We recognise that each pupil is an individual and believe that promoting independence is an important outcome for all pupils, especially those with SEND. As well as using 'Assess-Plan-Do-Review' process to allocate support and evaluate its impact, we use Manchester Local Authority's Matching Provision to Need Tool as a guide to help us think about the sort of support a pupil needs, how much they need and when to involve outside agencies in meeting pupils' needs.

9. What types of provision are available for my child at MCA?

A range of different provisions exist for pupils at MCA depending upon their need. These include:

- If a student has an Education Health Care Plan parents will receive full details of their child's specific support and interventions regularly throughout the year and review meetings.
- The school sets students by ability in most subjects, to ensure that students who require additional support with their learning are taught in smaller classes.
- High quality teaching, differentiated for individual students, is the first step in responding to pupils who have or may have SEND.
- However, in spite of high quality, differentiated teaching, it may become clear that some students need increased levels of provision and support. These interventions may include:
 - Subject base support from a teaching assistant (students with an EHCP)

- Various literacy, reading and SPAG interventions, including Rapid Plus, Fresh Start Phonics and Fresh Start Tutoring
- Learning plans with strategies for support
- Small groups focusing on language, communication and social skills – these include, HAVEN and others directed by the Speech and Language Therapist.
- A Speech and Language Therapist (SALT) supports in school. Some TAs in school are also ELKLAN Trained.
- Key Worker support.
- We work with different alternative provisions who also provide external interventions bespoke to the student and their needs.
- Support from an Occupational Therapist one day a week to support students who need support with physical and sensory difficulties.
- Support from an SpLD Teacher one day a week to support students who need support with specific learning difficulties and dyslexia.
- Support with emotional needs – including programs such as the Anxiety Gremlin and Anger Gremlin.
- Bespoke timetables.
- Art Therapy sessions with a professional therapist.
- Different therapeutic approaches - canine therapy, drama therapy, CBT, Drawing and Talking and Think Bricks.
- Access Arrangements - a qualified teacher has undertaken the Access Arrangements qualification and will test students to establish if they require special arrangements for examinations.
- Cornerstone – An SEMH provision to support students during times of crisis.

Most of our students follow the whole school curriculum, however a small number of learners have a more personalised curriculum to match their individual needs, interests and abilities.

Where it is felt it is the right thing to do a student may be offered additional help and support, in which case parents/carers would be informed.

Students with EHC plans will receive a combination of appropriately targeted interventions and support, as directed by the outcomes and support outlined in their plans. This can be one to one, small group or whole class support. One to one Teaching Assistant support for pupils at SEN Support level is not put in place in most cases as research suggests that this is a barrier to long term progress and developing independence.

When your child is approaching the start of Key Stage 4, if we think it is needed, we will assess and apply for exam access arrangements according to the Joint Council for Qualifications exam regulations.

If appropriate, specialist resources may be given to the student e.g. writing slopes, coloured overlays, tinted exercise books, pen/pencils grips, etc. to support students with their learning.

10. How will I know my child is making progress?

During the course of the academic year, you will receive progress reports at least twice a year, and invited to at least one parents/carers evening. These will detail the progress your child is making in relation to their targets.

Members of the SEND Team are available to discuss any concerns you might have at parent/carers evenings. EHCP Annual Reviews also give an opportunity to discuss any concerns you might have.

We welcome the involvement of parents/carers' and want to keep you up to date and involved with your child's progress. We do this through:

- Parent/carers evenings
- SEND Parent/Carer Information Afternoons and Coffee Mornings
- Letters home
- Email
- Telephone calls
- Meetings
- Annual Reviews (for those with an Education Health Care Plan)

The school provides information for parents through social media, information on the website and open evenings.

11. How does the school evaluate provision?

The most effective thing to enable all pupils to make good progress is quality first teaching. This means that it is essential that pupils encounter outstanding teaching so they can learn and make progress.

All SEND interventions are evaluated in terms of their impact. Different measures are used depending upon the nature of the intervention.

12. How is the school curriculum matched to pupils' needs?

At MCA we recognise that each pupil is an individual and some pupils may need a much greater degree of support or personalisation than others. Whilst most pupils follow a set timetable some pupils may be withdrawn from some lessons for individual support and intervention.

It is important for all pupils to have a broad and balanced curriculum so whenever possible pupils study the full curriculum regardless of their level of need. Staff differentiate resources so that the curriculum is accessible and to promote a love of learning.

We also believe that it is important for all pupils to be prepared for the next stage of their education. For some pupils with SEN this will mean that they study Awards or Qualifications that reflect their aspirations for the future, and are matched to their need.

All schools have a duty under the Equality Act 2010 to make reasonable adjustments for pupils with disabilities. Our building is fully accessible and we continually strive to ensure that is the case for all pupils.

School will:

- Make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage.
- Provide an accessibility plan for increasing the accessibility of the school for disabled pupils.

13. What other activities are available to pupils who have SEND or a physical disability?

The school offer a wide range of extra-curricular activities. All of these are accessible to pupils with SEND and/or a disability. This is explained further in the school's Accessibility Policy.

14. What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive specialised expertise.

The agencies the school works with include:

- Educational Psychologist
- CAMHS (Child and Adolescent Mental Health Service) – some members of staff are trained to make referrals to CAMHS.
- Social Care
- Speech & Language Therapy
- School Health
- The Sensory Service and LOIS Team

- Early Help
- Physiotherapy
- Outreach services from specialist schools e.g. Northridge
- Occupational Therapy
- OneEducation Therapeutic Services
- Dyslexia Specialist

15. What training are the staff supporting children and young people with SEND had or are having?

All teachers and teaching assistants receive regular updates and training on improving quality first teaching which includes ensuring the progress of all pupils. In the past year, some of the topics that have been covered include:

- Effective scaffolding strategies
- Ensuring effective feedback
- Metacognition
- Cognitive Load Theory
- Effective study skills based on cognitive science
- Questioning
- Developing extended writing
- Developing literacy and numeracy across the curriculum
- Support Neurodiverse students
- Supporting students with speech and language difficulties

TAs also have regular training on strategies to maximise the impact of TAs and have the opportunity to specialise in an area of expertise relating to SEND. Within the last year, this training has included; Mental Health Awareness training, specialist personal care training for key staff, moving and handling training, personal and intimate care training for identified staff, Think Bricks, HAVEN, Drawing and Talking, Elklan and Supporting Students with Developmental Language Delay training and supporting students with Select Mutism

16. How will my child be included in activities outside the classroom including Educational Visits?

- All students are eligible to participate in activities, all extra-curricular activities, residential, events and educational visits taking place in the academy.
- Risk assessments are carried out and procedures are put in place to enable all students to fully participate.
- All children in the school are encouraged to take part in extra activities after school. Day and residential trips are open to all children and your child's specific needs can be discussed if they wish to join such a trip.

17 How will the school prepare and support students when joining the school or transferring to a new provision?

We understand that changing schools can be stressful for some students and therefore we aim to make the transition process successful through:

- Before starting in September, Year 6 students visit the school.
- Extra induction days or times arranged for students who are deemed to need them to aid transition.
- The SENCo and SEND Team visits primary schools to discuss students with special educational needs with the primary SENDCOs and year 6 teachers. The SENCo leader will also meet parents before their child starts at MCA if this is deemed necessary.
- To support a student leaving MCA to join another secondary school, we ensure all relevant information is shared.
- During year 11, the SENCo and members of the SEND team will liaise with the Careers Co-ordinator in school, to support students with SEND with applications for College, apprenticeships or employment opportunities. Where necessary, students will be accompanied on visits and supported during this important transition. All relevant information about SEND students is shared with the Learning Support Managers at the post-16 provisions.

18. How can I be involved in planning for my child's education?

If your child has an EHCP then you will be contacted before the review and invited to provide your views and opinions. You will be able to share these at the review as well.

If you have any concerns at all about your child's education, or provision, then you can contact staff named in Section 4 through the school office.

19. Who can I contact if I have a complaint or I am concerned about my child's provision?

The school has a complaints procedure which can be accessed via the policies section of the school website. This details procedures should you have a concern or complaint.

20. Where can I find more information about supporting my child or services available to me as a parent of a child with SEN?

Contact the school:

SENCo: Kirsty Carvell
Manchester Communication Academy
Silchester Drive
Manchester
M40 8NT
Tel: 0161 202 0161

Website:

<https://www.manchestercommunicationacademy.com/>

You can also look at the school's SEND Policy on the school's website.

The Manchester Local Offer: For children and young people with SEN or disabilities:

<https://hsm.manchester.gov>

