

# Manchester Communication Academy

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Special Educational  
Needs and Disability



with you, for you, about you.

This document has been approved for operation within	
Date of last review	
Date of next review	
Review Period	
Date of Trustee Approval	
Status	
Person Responsible for Policy	
Owner	Manchester Communication Academy
Signature of Approval	

## Rationale

The Manchester Communication Academy (MCA) is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them and enables them to be fully included in all aspects of school life.

The Academy as a learning community is committed to ensuring success for all. This means that in all work with young people we will aim to ensure that they;

- Achieve their potential and enjoy their learning
- Achieve economic well being
- Stay healthy
- Stay safe
- Can make a positive contribution to the school, the community and the wider world.

We believe that all children and young people should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

MCA is committed to inclusion. Part of the academy's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

## Who Should I Talk to About My Child's Difficulties with Learning or SEND?

### The Area Leader of Inclusion/ The Inclusion Manager Responsible for:

Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

Ensuring that you are:

- involved in supporting your child's learning
- kept informed about the support your child is getting
- involved in reviewing how they are doing

- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

### Class/subject teacher/progress leader Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the Inclusion team know of any issues as necessary.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

### SEN Governor Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

## What are the Different Types of Support available for Children with SEND

### Quality First Teaching

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school should be getting this as a part of excellent classroom practice when needed.

### Specific group work within a smaller group of children.

This group, often called Intervention groups by schools, may be:-

- Run in the classroom or outside.
- Run by a teacher or a Teaching assistant who has had training to run these groups.

## SEN support Category

which means they have been identified by the Area Leader of Inclusion/Inclusion Manager as needing some extra specialist support in school or from a professional outside the school. This may be from:

- Local Authority central services such as the Sensory Service ( for students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service, Educational Psychologist.

For your child this would mean:

- Your child will have been identified by the Area leader of Inclusion/Inclusion Manager (or you will have raised worries) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
  - Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better
  - Support to set better targets which will include their specific expertise
  - A group run by school staff e.g a social skills group
  - A referral to in –house therapy group e.g Lego therapy or Drawing and Talking Therapy
  - A group or individual work with outside professional
- The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

## Specified Individual support

This is usually provided via a Statement of Educational Needs( until they are phased out) or an Education, Health and Care Plan (EHCP).This means your child will have been identified by the Area Leader of Inclusion/ Inclusion Manager as needing a particularly high level of support or small group teaching), which cannot be provided from the budget available to the school.

- Usually your child will also need specialist support in school from a professional outside the school. This may be from:
  - Local Authority central services such as the Sensory Service ( for students with a hearing or visual need)
  - Outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out an assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you,) they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need an Education Health Care Plan assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support it is already providing.
- After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support it provides and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the number of hours of support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term outcomes for your child.
- The additional adult may be used to support your child with whole class learning, run small groups including your child or may be used to run a therapy group which involves your child.
- This type of support is available for children whose learning needs are severe, complex and lifelong.

## How Can I Let the School Know I am Concerned About My Child's Progress in School?

If you have concerns about your child's progress you should speak to your child's progress leader initially.

If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the Area Leader of Inclusion or the Inclusion manager.

If you are still not happy you can speak to the school SEND Governor.

If your child is then identified as not making progress the school will contact you to discuss this in more detail and to:

- listen to any concerns you may have too
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning.

## How is Extra Support Allocated to Children and How Do They Move Between the Different Levels?

- The Head Teacher and the Area Leader of Inclusion discuss all the information they have about SEND in the school, including:
  - the children getting extra support already
  - the children needing extra support
  - the children who have been identified as not making as much progress as would be expected
- And decide what resources/training and support is needed.
- All resources/training and support are reviewed regularly and changes made as needed.

## Who are the Other People Providing Services to Children with SEN in School?

Directly funded by the school:

- Speech and Language Therapist
- Outreach support provided by local special school
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs (provided by NHS)
- Two in-house Specific Learning Difficulty specially trained staff available for assessment, advice and resources for children with literacy difficulties .
- School Nurse
- Occupational Therapy ( Provided by NHS)
- Physiotherapy ( Provided by NHS)
- Key workers.
- Lego and Drawing and Talking Therapists
- Reading intervention programmes.
- Social Skills and nurture groups.
- Counselling Service.

## How Will the Teaching be Adapted for My Child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted if needed to meet your child's learning needs.

## How Will We Measure the Progress of your Child in School?

Your child's progress is continually monitored by his/her class teacher.

It is also regularly monitored by the pastoral and inclusion team on an assessment tool referred to as the 'pastoral tracker.'

His/her progress is reviewed formally every term and a National Curriculum level given in reading, writing, numeracy and science.

At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.

The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.

The Area Leader of Inclusion will also check that your child is making progress.

## What Support do We Have for You as a Parent of Child with an SEND?

- The progress leader is available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The Area Leader of Inclusion or the Inclusion Manager is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.

## How is MCA Accessible to Children with SEND?

- We ensure that equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to all children including those with SEND.
- Extra curricular activities are accessible for children with SEND.

## How will we Support Your Child When They Are Leaving This School? OR Moving on to Another Class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

### In Year 6:

- The Area leader of Inclusion will be visited by the SENCO of the secondary school to discuss the specific needs of your child.
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- Your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

### Transition from 16 - 18

- Any SEND information will be communicated to your child's next placement.
- If your child has SEND needs, he/she will be supported by a Careers advisor at an early stage.
- They will have extra support to move from mainstream secondary education to 16-18 education.
- If your child has a Education Health Care Plan, the support outlined in this will be continued throughout your child's education.

## Links For Parents

### SEND Local Offer

- Website: [manchester.gov.uk/sendlocaloffer](http://manchester.gov.uk/sendlocaloffer)
- Confidential Helpline: 0161 209 8356

## SEND Information, Advice and Support, Manchester (IASM)

- Website: [manchester.gov.uk/sendlocaloffer](http://manchester.gov.uk/sendlocaloffer)
- Confidential Helpline: 0161 209 8356
- E-mail: [parents@Manchester.gov.uk](mailto:parents@Manchester.gov.uk)

## SEND: Guide for Parents and Carers

- Website: [www.gov.uk/government/publications](http://www.gov.uk/government/publications)

## Independent Parental Special Education Advice • Website:

- [www.ipsea.org.uk](http://www.ipsea.org.uk)

## Supportive Parents

- Website: [www.supportiveparents.org.uk](http://www.supportiveparents.org.uk)

## BDA Dyslexia

- Website: [www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk)

## National Autism Society

- Website: [www.autism.org.uk](http://www.autism.org.uk)