

## SEND Information Report - 2023

Please note this report should be read in conjunction with the School's SEND, Equal Opportunities, Accessibility and Medical policy.

### Key Contacts

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Local Offer: Manchester Local Authority – Manchester City Council /

<https://hsm.manchester.gov.uk/kb5/manchester/directory/localoffer.page?localofferchannel=0>

### What are the main additional needs at Manchester Academy?

Manchester Academy 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

The national (fluctuating) average percentage of students in school who have SEN support is 12.4% and 2.4% of students in school have an EHCP (DfE, Jan 2023). Manchester Academy's SEND cohort makes up a larger than average percentage of the school population (18%). At Manchester Academy 3.04% of students have an Educational Health Care Plan (EHCP) and 15.06 % of students have SEN Support (SEN-K). The statistics will fluctuate over time as students are added and removed from the register.

The school has a specialist provision for students with Social Communication Difficulties (ASD). 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.

The most common type of need nationally is Speech, Language and Communication needs. The table below shows a current breakdown of the area of need here at Manchester Academy.



SEN Need	No. of Students	% of SEN Students with this Need	% of Students with this Need
Speech, Language and Communication Needs	62	34.3%	5.7%
Social, Emotional & Mental Health	58	32%	5.4%
Moderate Learning Difficulty	53	29.3%	4.9%
Autistic Spectrum Disorder	27	14.9%	2.5%
SEN Support, No Specialist Assessment	15	8.3%	1.4%
Other Difficulty/Disability	12	6.6%	1.1%
Specific Learning Difficulty	10	5.5%	0.9%
Hearing Impairment	8	4.4%	0.7%
Attention Deficit (Hyperactivity) Disorder	3	1.7%	0.3%
Diabetes	2	1.1%	0.2%
Dyslexia	2	1.1%	0.2%
Fine and gross motor skill difficulty	2	1.1%	0.2%
Epilepsy	1	0.6%	0.1%
Multi-Sensory Impairment	1	0.6%	0.1%
Physical Disability	1	0.6%	0.1%
Vision Impairment	1	0.6%	0.1%

### **How are SEND students and disabled students admitted to Manchester Academy?**

-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.

Here at Manchester Academy we strive to ensure that students have a clear transition if they are admitted to us. This can include a range of things such as: welcome meetings, school visits, visits to primary schools.

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. There is also a Closomat toilet located in the visitors reception which can provide support for the user as well as positioning them correctly for effective washing and drying.

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.

We are also open to make adjustments on the physical building to support the admission of disabled students. This would be on a case by case basis and would be in line with recommendations from experts e.g. occupational therapists and physiotherapists

### **How are additional needs identified at Manchester Academy?**

There is regular and clear communication with staff with regards to ensure they are aware and have the individual understanding and knowledge to fulfil students' needs in the classroom. Manchester



Academy uses an online referral system where staff can refer students with no current additional needs identified.

Further information gathering can be taken in a variety of methods. Examples include:

1. Liaison with previous schools e.g. primary schools
2. Primary school visits (Y5 and Y6)
3. Analysing academic data to identify students who are performing below age expected levels
4. Investigating concerns raised by parents/carers (parent voice)
5. Investigating concerns raised by students (student voice)
6. Investigating concerns raised by teacher
7. Analysing assessment results e.g. CATS, MIDYIS/YELLIS
8. Liaison with external agencies i.e. educational psychologist/SALT/CAMHS/ learning support service
9. Screening of each area of need
10. Work scrutiny
11. Student observations (lessons and unstructured times e.g. social times)

It is important to note that academic progress below peers does not necessarily constitute a SEN. Here at Manchester Academy we take a holistic approach to identification of need and this includes evaluating additional information such as attendance data, behavioural incidents and social interactions.

### **What provision can Manchester Academy offer to students with SEND?**

Manchester Academy supports students with SEND across 3 stages (universal, targeted, specialist)

#### **Universal**

It is an expectation of the school that all teachers provide Quality First teaching as a universal approach to meeting the needs of students. By doing this the student will be able to access a broad and balanced curriculum and achieve their full potential. This is the number one most important, researched method to support students with additional needs.

Examples of teaching and learning strategies used in the classroom are:

1. Allowing more time to complete a task
  2. Providing appropriate and accessible scaffolding e.g. key word sheets or banks of information
  3. Providing models and extra examples for students
  4. Encouraging the use of mini whiteboards to check for understanding
  5. Using writing frames for extended writing tasks
1. Regular progress meetings
  2. Termly reviews of pupil passports
  3. Meetings with parents and carers
  4. Meetings with professionals and advisers who are involved in the students care
  5. Reasonable adjustments and adaptations to the environment, which are determined on a personalised basis

#### **Targeted**

Targeted interventions are planned, carefully considered interventions that occur when students do not meet the grade level expectations (i.e. benchmarks) that are necessary for academic progress.



Targeted interventions are often delivered to a group of students with similar needs. Examples may include:

- Small group interventions e.g. social communication groups
- Programmes to support literacy and Reading e.g. Fresh Start
- Lego Therapy
- Bespoke pathways (e.g. MA+) which encompasses statutory Religious Education delivery alongside preparation qualifications for post 16 readiness, for example, BTEC Work Skills
- Zones of Regulation

### **Specialist**

These are additional and highly personalised interventions which may include external agency and specialist interventions.

Examples may include:

- Speech and Language Therapy
- Occupational Therapy
- Physio Therapy
- Counselling
- Art Therapy
- Children and Adolescent Mental Health Services (CAMHS)
- Educational Psychologist assessment
- Service for the Visually Impaired
- Service for the Hearing-Impaired

The impact and effectiveness of SEND provision on the progress and outcomes for children on the SEND register is measured through a variety of ways. Some examples include:

- Progress against national data and based on students' age and starting points
- Work scrutiny and observations of students
- Baseline entry and exit data
- Staff, student and parent/carer voice
- Attendance data
- Behavioural incidents
- Observations of social interactions

There is a termly parent voice meeting in where parents can 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.

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.

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 Pupil Passports 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 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 are students with SEND assessed, with regards to their provision and how is further provision determined?**

SEN support at Manchester Academy follows a fourpart cycle, known as the graduated approach. Parent and student voice is used throughout the 4 stages (assess, plan, do, review). This ensures that decisions and actions are revisited, refined and revised in the best interest of the student and their family.

There is collaboration between all stakeholders and holistic data is used to determine if the current provision is successful. The SENCO may draw upon external specialists for advice and further assessment. Examples of these specialists include:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Child and Adolescent Mental Health practitioners (CAMHS)

### **What training do staff undertake at Manchester Academy to support students with SEND?**

The SEND Code of Practice states that “every teacher is a teacher of SEN”.

The SENCO is an active part of the Senior Leadership and Quality of Education (QE) team and works with the Assistant Vice Principle (AVP) for Teaching and Learning to ensure that CPD supports staff in the universal approach of meeting the needs of students with SEND.

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 been trained on using ARBOR to view students who are on the SEN register. Staff have access to a SEN 'Easy Guide' which breaks down the areas of need and suggests teaching strategies that support in meeting the needs of students in the Universal approach.

Additional, bespoke training is delivered to ECTs and training teachers to ensure that they are confident in meeting the needs of students with SEND within their classroom.

Manchester Academy has specialist staff and buys in expertise such as:

- Speech and Language Therapists
- Occupational Therapists
- Educational Psychologists
- Art Therapists

In some cases, these experts may support in delivering specialist training to staff and departments.

### **How are students with additional needs encouraged to take part in the wider school offer and learning opportunities?**

Students with additional needs are encouraged to take part in Manchester Academy's enrichment offer. This includes a variety of societies, electives, school trips and leadership opportunities. Support staff may be directed to support the removal of barriers for students so that they can access all areas of the school life.

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.

Manchester Academy is willing to support students on an individual basis in including them in further learning opportunities whether additional adult support or transition planning is required.

Manchester Academy believes bullying ruins lives and will not tolerate any form of bullying within the Academy. Manchester Academy's definition of bullying is: 'Deliberate, persistent behaviour that causes another person/s upset.

Manchester Academy has an up to date anti bullying policy which can be found here: [Manchester Academy Anti Bullying Policy](#)

Staff have been trained on identifying signs of bullying e.g. students becoming overly quiet or withdrawn. Students with SEND have a robust. Students have access to a range of adults who can support them with bullying. Examples of staff include:

- Key workers
- Support Staff e.g. Learning Support Assistants (LSAs)
- Form Tutors
- Directors for Character and Culture (DCCs)

**Year 7-** Mr Barnes

**Year 8-** Mr Abdul Malek



**Year 9-** Mr Clarke

**Year 10-** Ms Henzell

**Year 11-** Ms Tempest

### **What Social, Emotional and Mental Health provision is there at Manchester Academy?**

Every student at Manchester Academy has a form tutor and a Director of Character and Culture (DCC).

As per the whole school SEND provision; social, emotional and mental health provision is part of the waves of provision:

#### **Universal**

All students have a pupil passport which highlights useful strategies and information for teachers. This gives teachers an insight into students' needs and highlights any particular triggers which may cause distress in lessons. It also provides mechanisms for building trust and rapport with students. Again, quality first teaching and learning can support students in regulating their emotions in lessons e.g. having structured routines and opportunity to obtain a high success rate during independent tasks.

#### **Targeted**

- Zones of regulation
- Small group interventions
- Access to a key worker
- Access to nurture club (both KS3 and KS4 lunch times)
- Inclusion centre

#### **Specialist**

- Art Therapy
- Referral to Children and Adolescent Mental Health Services (CAMHS)
- Educational Psychology

The SEND team have a strong partnership with the personal development (pastoral) team. Students have a form tutor and a Director for Character and Culture. This pastoral care is there to support students with day to day worries and concerns.

The SENCO regularly monitors holistic data of students with SEND e.g. attendance and behavior incidents to ensure early identification of social, emotional and mental health needs.

### **How are students and families included in the decision making?**

At Manchester Academy, a person-centred approach is always a priority.





We work in a flexible way to develop effective partnerships with children and their parents/carers.

For students with an Educational Healthcare Plan (EHCP) an annual review will take place to ensure that outcomes for the student remain relevant and that the correct provision is in place to meet the need of the students. Parent/carer and student voice is an integral part of this review.

Parents/carers of students with additional needs have access to whole school parent/carer evenings as well as additional termly Special Educational Needs (SEND) parent/carer evenings. There may be additional opportunity to include parents in further decision making e.g. parent/carer drop ins and parent/carer voice questionnaires and SEND in Education twilight sessions for parents.

Parents/carers also have ATL (attitude to learning) reports sent home on a termly basis. Through this, parents/carers can monitor student behaviours and attitudes to learning. Parent/carers can also contact the SENCO (Kate Dowden: [kate.dowden@manchester-academy.org](mailto:kate.dowden@manchester-academy.org)) with any questions or concerns. Students with additional needs may also have an allocated key worker. This is a point of home-school contact.

If a student is involved in external intervention e.g. Speech and Language Therapy or Educational Psychology there will be clear and regular communication. All reports will be circulated to both parents/carers and school so that an evidence-based person-centered approach can be taken.

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)

## **How are transition periods managed at Manchester Academy?**





At Manchester Academy, there is a continual focus on preparing for adulthood during students' entire time.

Adjustments for students who are transitioning from primary school to secondary school are put in place on a student-by-student and needs basis. Examples of support could include:

- Visits to feeder primary schools
- Additional transition visits
- Small group taster sessions
- Meetings with parents to reassure and discuss any concerns
- Meetings with primary feeder schools
- Follow up phone calls with primary feeder schools to gather additional information
- Summer school

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.

Students with additional needs will have a pupil passport so that teachers and staff are aware of strategies which support the student in their learning and personal development.

#### **Exit to Post 16**

Whilst preparing for option choices at GCSE, students are provided with individual careers information and guidance in order to make the best and appropriate choices

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

Examples of information that can be 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 and Pupil Passports
- Copies of professionals reports e.g. Educational Psychologist or Speech and Language Therapy reports
- Information regarding Access arrangements for examinations and assessments
- SATs KS2 data and CATs test results
- Attendance data
- Log of achievements and behaviour data

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 prepare themselves for the new setting.

#### **How is the provision and support of students with SEND evaluated at Manchester Academy?**

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.

Manchester Academy is open to feedback from parents and students as part of our approach to review and reflect.

