



The East Manchester Academy SPECIAL EDUCATIONAL NEEDS and DISABILITIES POLICY

V.8

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Approval History

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Policy Committee		V4	
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Trust Board	09.07.20	V8	

Revision History

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Draft 3: December 2014	Revised and re-drafted in line with the SEND Code of Practice 0 – 25 (August 2014)
Draft 4: November 2015	Revised by NDO in line with the SEND Code of Practice (August 2014)
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1.0 PURPOSE OF THE POLICY

The Academy firmly believes that each student should be given equality of opportunity to achieve their full potential; spiritually, academically and socially, by recognising the uniqueness of each individual and providing a rich and varied learning experience for all. Each student, regardless of their ability, is entitled to a broad and balanced curriculum offered which is relevant to their educational needs. The curriculum offered should give all students a sense of achievement and thereby help them develop confidence and self-esteem. Every teacher is a teacher of every child or young person including those with SEND. Every teacher will focus on achieving positive outcomes for all young people.

The Special Educational Needs Coordinator (SENDCO) at The East Manchester Academy is Becky Moules. The Assistant SENDCO is Nadine Doran.

2.0 PHILOSOPHY

At The East Manchester Academy we believe:

- That all children have a right to a broad and balanced curriculum
- That all teachers are responsible for meeting children's individual needs
- That children with SEN and/or disabilities deserve an enhanced level of resourcing to meet their needs to ensure that they achieve positive outcomes.
- In the inclusion of children with SEN and/or disabilities into mainstream where it is practicably possible to do so
- In providing support and advice for families of children attending our school with SEN and disabilities
- In fostering independence and the development of children's self-esteem
- That each child should feel equally valued within the school community and fully integrated in the life of the school
- That bilingualism is not a learning difficulty but some bilingual children may have learning difficulties
- That good practice benefits ALL children whatever their level of development
- Those children with a disability have an equal right to a broad and balanced curriculum
- Disability is not a learning difficulty, but some disabled children may have learning difficulties

This policy describes the values we hold and the provision we make for children who have a significantly greater difficulty in accessing the curriculum than the majority of children the same age, or who have a disability that prevents or hinders them from taking a full part in the life of the school. These needs may be as a result of; physical, sensory, social, emotional and mental health, communication and interaction or other learning difficulties relating to cognition and learning. **See Appendix 1**

3.0 THE FOLLOWING SCHOOL DOCUMENTS HAVE PARTICULAR RELEVANCE TO THIS POLICY

Assessment, Recording and Reporting Policy
Behaviour Policy
Anti-Bullying Policy and Guidelines
Teaching and Learning Policy
Admissions Policy
Equality Policy
SEND Information Report
Managing Medical Conditions Policy

3.1 Relevant Publications:

This policy complies with the statutory requirement laid out in the SEN Code of Practice (2014) and has been written with reference to the following guidance and documents:

SEN Code of Practice 0-25 September 2014 (which takes account of the SEN provisions of the SEN and Disability Act 2001)
Ofsted Section 5 Inspection Framework January 2019
Ofsted SEN Review 2010 “A Statement is not enough”
Equality Act 2010: Advice for schools DfE Feb 2013
Education Act 2013
Children and Families Act 2014
Schools SEN Information Report Regulations (2014)

Whilst it is recognised that children with SEN are not a readily defined and discrete group, for the purposes of policy the school adopts the legal definition provided by the 1996 Education Act:

“A child has special educational needs if she has a learning difficulty which calls for the special educational provision to be made for her”.

“A child must not be regarded as having a learning difficulty solely because the language of the home is different from the language in which she is or will be taught (1996 Education Act Section 32).

*“Special educational provision is educational or training provision that is **additional to or different from**” that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching”*

Special Educational Needs and Disabilities Code of Practice 2014

4. AIMS AND OBJECTIVES

At The East Manchester Academy we aim to:

- Have regard for the SEND Code of Practice 2014 in all its aspects
- Identify and provide for students who have special educational needs and additional needs
- Give SEND students the greatest possible access to a broad and balanced curriculum
- Ensure that all teachers (including Heads of House/Pupil Support Leaders/Teaching Assistants) are responsible for meeting children's individual needs
- Ensure the early identification of children with SEND
- Integrate, as far as possible all SEND students, including those with an Education and Health Care (EHC) Plan
- Work in partnership with parents/carers and families at all times to seek their views
- Encourage parents/carers to support their children at home
- Seek students' views when decision making
- Involve external support services and agencies where appropriate
- Establish links with other schools and post 16 establishments in order to share good practice and experience
- Consult with SENDCOs across the trust and other local schools to share current knowledge and practice and ensure effective use of resources
- Foster an atmosphere in which SEND students feel valued and can develop a sense of self-worth and achieve the best possible outcomes

By ensuring that:

- All teachers are familiar with the SEND 0-25 Code of Practice 2014
- There is a clear, agreed understanding of what constitutes a student with Special Educational Needs
- There are clear systems for assessing students with SEN and these systems are maintained
- The SEND team works closely with subject teachers/Teaching Assistants/House Teams/parent/carers/families/relevant agencies when identifying needs, making or amending provision for SEND students and monitoring their progress
- Records from previous schools are used and further information is sought through transition working
- A register of SEND students is set up using SIMS, maintained, updated and communicated clearly to staff so that staff take responsibility for keeping themselves informed
- The graduated approach to assessment and provision, as specified in the Code of Practice 2014, is adopted **See Appendix 2**
- One page student centred profiles are drawn up for students with an EHC plan in consultation with all those involved in the student's education
- All SEND students are given achievable targets. Targets are reviewed by the Head of Faculty and SENDCO on a half termly basis
- All staff receive regular training on SEND and relevant strategies to support students
- All subject teachers are responsible for meeting the needs of the identified students in the classroom. Differentiation is the key to ensuring that SEND students achieve positive outcomes and achieve relevant qualifications. This is monitored by the Head of Faculty. Records are kept by the SENDCO of provision made
- The progress of all SEND students is monitored and provision regularly reviewed and amended where necessary

5. PROVISION/PROCEDURES

5.1 Roles and Responsibilities

“Provision for students with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Head Teacher and SENCO all other members of staff have important responsibilities.” (SEND Code of Practice 2014)

The local Governing Body and Trust Board have statutory duties towards children with SEND and must ensure that the necessary provision is made and the quality continually monitored. It must report annually to parents/carers on the school’s policy for children with SEND.

Dr J. MacKinnon: Executive Headteacher

J. Bowen: Academy Headteacher

R. Moules: Assistant Headteacher SENDCO

A. Braven: IMB Responsible Member

SEND is line managed as part of student services provision within the remit of the David Goddard: Deputy Headteacher - Personal Development, Behaviour and Wellbeing.

6.0 ADMISSIONS

The East Manchester Academy operates an inclusive policy for admissions within the guidelines of Manchester Local Authority and will give equal priority to all students regardless of disabilities. The Academy will liaise with relevant primary schools and the Statutory Assessment Team during the Year 6 transition phase. Any parent/carer who has a particular concern about their child’s access to the academy is welcome to discuss it with the SENDCO (Becky Moules) and Assistant SENDCO (Nadine Doran). Where a student has a complex medical condition, the school will carry out a risk assessment to identify the reasonable adjustments that it will need to ensure the student’s wellbeing.

7.0 FACILITIES

All students are encouraged to participate fully in school life. This includes the curriculum and extra-curricular activities. Targeted SEND students are supported in class by Teaching Assistants. There is a support for learning base ‘The i-Hive’ on the third floor and intervention programmes are offered throughout the academy building – which is fully accessible. Parents/Carers who have concerns about physical access are welcome to discuss this with the SENDCO (Becky Moules) and the Assistant SENCO (Nadine Doran).

8.0 TRAINING AND RESOURCES

Funding is used to employ a team of Teaching Assistants to support SEND students. Support may also be bought in from advisory specialist teachers. The SENDCO is responsible for deploying these resources. The school also has a number of partner schools including specialist high schools. These include schools from across the Endeavour Federation, as well as Abraham Moss High School and Melland High School through which good practice and resources can be shared. In addition to this we access advice through the Barrier Free Partnership (Lancasterian School).

9.0 MEDICAL CONDITIONS

The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support students with medical conditions. Individual Health Care Plans will normally specify the type and level of support required to meet the medical needs of such students. Where children and young people also have SEND, their provision will be planned and delivered in a co-ordinated way with the Individual Health Care Plan. The school will have regard to statutory guidance 'Supporting Students at School with Medical Conditions' May 2014.

10.0 CURRICULUM

All students should have access to a broad and balanced curriculum. The academy expects teachers to set high expectations for every student, whatever their prior attainment. Teachers should use appropriate assessment to set targets, which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to student achievement. In many cases, such planning will mean that students with SEND will be able to study the full national curriculum. Classroom organisation and management should ensure that children are given opportunities to take part in a range of learning contexts with appropriate support (e.g. whole class work, mixed ability and ability groupings). Support can be from the class teacher, Teaching Assistants and through differentiated and/or modified learning tasks. Wherever possible Teaching Assistants work with children within the classroom.

Any arrangements for withdrawal should be discussed with the SENDCO. There should be appropriate pace of work as well as appropriate expectations of outcomes from learning experiences and tasks. Support should be deployed thoughtfully/sensitively to promote independence and to avoid children becoming dependent and passive as learners. Support is used to assist the student in achieving the best they can do and to provide opportunities to promote confidence, raise self-esteem and achieve positive outcomes.

11.0 IDENTIFICATION, ASSESSMENT AND PROVISIONS

The Code of Practice states that students should only be identified as SEND if they do not make adequate progress once they have had intervention, adjustments and good quality personalised teaching.

Teachers are fully accountable and responsible for the progress and development of the students in their class including students accessing support from Teaching Assistants or specialist staff.

High quality teaching and differentiation for individual students are the first steps in responding to students who have or may have SEND.

Any teacher who has a concern about a student's learning needs can refer the student through the SEND referral process. All students with SEND are monitored and progress reviewed half termly. The ethos of the Code of Practice emphasises the importance of parental/carer rights and involvement, underpinning our school approach to parental/carer partnership. The following must be taken into account when initial concerns are raised and basic information gathering begins to take place.

All children are entitled to a suitably differentiated curriculum and children's learning needs will be met by their class teachers who will use a range of differentiation strategies that are sometimes supported by Teaching Assistants. The preparation of this work is reflected in the weekly planning.

Identifying and assessing SEND for children or young people whose first language is not English requires particular care. The school will look carefully at all aspects of a student's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEND. Difficulties related solely to limitations in English as an Additional Language are not SEND.

12.0 A GRADUATED APPROACH TO SEND SUPPORT

The academy will identify and meet needs as early as possible through:

- The analysis of data including entry profiles, reading ages, CATs, SAS scores other whole-school student progress data
- Classroom-based assessment and monitoring arrangements
- Following up parent/carer concerns
- Tracking individual children's progress over time,
- Liaison with primary schools on transfer
- Information from previous schools
- Information from other services
- Maintaining a provision map for all vulnerable learners but which clearly identifies students receiving additional SEN Support from the academy's devolved budget or in receipt of High Needs funding.
- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a student's needs. It may include a bilingual assessment where English is not the first language.
- Involving an external agency where it is suspected that a special educational need is significant.

Intervention is defined as 'the strategies and methods used to narrow the gap between identified target group and individuals to ensure all students attain well and make the expected levels of progress'. This should be both within and beyond the classroom and should be timely and appropriate to the specific skills gaps and needs of individual students.

There are three distinct waves of intervention that staff should follow.

Wave 1 - The effective inclusion of all children in high quality teaching & learning.

To include:

A nurturing environment with relevant, tailored and differentiated opportunities for learning.
Opportunities for small group experiences in a safe and secure space.
Feedback (verbal and written) is built into every lesson and targeted to every student who has gaps in attainment.
Extra time for responses to questions, discussions or activities, when needed.
Scaffolding of activities and modelling of exemplar work and responses.
Using practical activities and experiential learning.
Opportunities for children/young people to transfer/generalise their learning in different

contexts and between different subjects.

A clear focus on literacy and numeracy.

Opportunities for revision.

Access to groups where pupils are working with peers of similar levels.

Access to grouping that enables pupils to work with peers who will provide good role models for language and communication skills and for co-operative and independent application to task.

Teaching and learning which is multi-Sensory and well structured.

Changing direction and re-shaping tasks to enhance pupil progress and understanding.

Wave 2 - Additional time-limited provision in the form of small-group intervention outside of the normal classroom.

When considering pupils for Wave 2 additional support, teachers should first consider whether the elements of Wave 1 provision are in place. Wave 2 interventions should be used for pupils who can be expected to 'catch up' with their peers as a result of the intervention.

To include: Small-group intervention, for example, withdrawal classes during the academy day, after school booster classes, holiday revision classes.

Wave 3 - Specific targeted interventions for identified pupils outside of the classroom.

Additional time-limited intervention and provision to enhance the progress of identified children where Waves 1 and 2 are not, on their own, having the desired effect.

This will involve intensely focused teaching activities that tackle fundamental gaps in skills, knowledge and understanding, which is preventing progress.

These would usually be conducted on a 1 to 1 basis where the teacher does not expect pupils to make the expected progress in a group situation. This could include 1 to 1 support to access lessons, being educated by alternative providers or outside specialist service support such as the Leo Kelly Centre of the Manchester Hospital School.

13.0 CURRICULUM ACCESS AND PROVISION FOR VULNERABLE LEARNERS

Where children are underachieving and/or identified as having Special Educational Needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual students.

- Teachers differentiate work as part of quality first teaching
- Other small group withdrawal
- Individual class support
- Homework/learning support club
- Intervention from specialist services

14.0 ADDITIONAL SEND SUPPORT

- Students will be offered additional SEND support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all students in the school i.e. they have a Special Educational Need as defined by the SEN Code of Practice 2014.

- Underachieving students and students with EAL who do not have SEND will **not** be placed on the list of students being offered additional SEND support
- In keeping with all vulnerable learners, intervention for students on the SEND list will be identified and tracked using the whole-school provision map.
- It may be decided that a very small number, **but not** all of the students on the SEND list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the student or contributing to their provision.
- Where a student has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with Health and Social Care in order to consider the need for an Education Health and Care Plan.

15.0 EDUCATION HEALTH AND CARE PLAN

There are four broad areas of need:

- Communication and Interaction
 - Cognition and Learning
 - Social, Emotional and Mental Health difficulties
 - Sensory and/or physical needs
- Students with an Education Health and Care Plan will have access to all arrangements for students on the SEND list (above) and, in addition to this, will have an Annual Review of their EHC Plan. An EHC Plan must be reviewed annually. An interim Annual Review can be requested at any time if there are concerns about any aspects of the child's education. If a change of placement becomes necessary Annual Reviews are brought forward. The child makes a contribution at their level if able to do so. Facilities are made available for interpreting in another language for parent/carers during the review meeting. EHC plans can be amended by the Local Authority or can cease to be maintained by the Local Authority based on recommendations by the school at Annual Reviews.
 - Our Academy will comply with all local arrangements and procedures when applying for High Needs Block Funding.
 - An Education Health and Care Plan will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEND support using our devolved budget at an earlier stage.
 - Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with Manchester's policy and guidance - particularly with regard to the timescales set out within the process.

16.0 ARRANGEMENTS FOR CONSIDERING COMPLAINTS ABOUT THE SPECIAL EDUCATIONAL NEEDS PROVISION WITHIN THE SCHOOL

The official Complaints Procedure is available from the Academy Headteacher. Any complaint would be thoroughly investigated by the SENDCO and the Academy Headteacher.

17.0 ARRANGEMENTS FOR SPECIAL EDUCATIONAL NEEDS IN-SERVICE TRAINING

The SENDCO has a responsibility to keep informed of developments in the field of SEND. All Teaching Assistants receive in-service training to update their knowledge. The SENDCO is responsible for providing training to targeted staff on a regular basis.

18.0 SUPPORTING STUDENTS AND THEIR FAMILIES

The academy actively seeks to work with parents/carers and values the contribution they make as well as their knowledge and experience. We encourage parents/carers to support their child's learning. Parents/carers are always notified and involved from the outset when their children are felt to have Educational Needs.

All formal meetings with parents/carers must be recorded on the Parent/Carer Interview Sheet, and the recorded conversation/targets set should be signed by the parent/carer. In the case of parents/carers who do not respond to invitations to discuss their children or to attend a review meeting a written communication will be sent.

A copy of the policy and other publications for parents/carers on SEND are available on the school website.

Parents/carers are invited to attend SEND Parent/Carer Forums. This gives them the opportunity to discuss current provision in school. Information on Manchester's Local Offer is available on the school's website.

19.0 LINKS ARE MAINTAINED WITH THE FOLLOWING EXTERNAL AGENCIES:

- Educational Psychology Services
- Children, Families and Social Care
- School Medical Service – school nurse, speech and language therapists, occupational therapists CAMHS

20.0 SUPPORTING STUDENTS AT SCHOOL WITH MEDICAL CONDITIONS

The academy follows the guidance in 'Supporting students at school with medical conditions' (2014). It recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

21.0 LINKS WITH OTHER SCHOOLS AND TRANSFERS BETWEEN SCHOOLS

All students have the opportunity to visit their prospective high school in advance of their transfer. All SEND records, along with other records are transferred from the primary school.

The Transition Co-ordinator will liaise with staff about any Year 6 SEND students during the summer term prior to their transfer. The Assistant SENCO will observe each student and attend their Year 6 Annual Review.

The Transition Co-ordinator and Careers staff will work closely with students, parents/carers and post 16 providers to support a smooth transition to post 16 provision.

We also maintain links with the following

- The Endeavour Federation
- Abraham Moss High School
- Melland High School –Partner School
- Lancasterian School – Partner School
- Grange School

22.0 EVALUATING THE SUCCESS OF OUR SEND PROVISION

The IMB or Academy Committee will evaluate the success of the policy against the principles stated at the beginning and will issue an annual report to parent/carers and the Trust Board.

The equality of our SEND provision will be monitored through the school's Quality Assurance cycle.

Heads of Faculty will report on the progress of SEND students on a half termly basis. This will be reviewed by the SEND Team each half term. Regular updates will be provided to Governors.

Key questions that will be asked are:

Are all students accessing the whole curriculum?

Are students identified as having SEND making expected progress?

Have students with SEND achieved positive outcomes?

Are students identified as having a special need as early as possible?

Has a programme of intervention been drawn up and implemented?

Are students involved in target setting?

Are reviews conducted at specified times?

Are the outcomes of reviews implemented promptly?

Are parent/carers kept informed of their child's progress?

Are parent/carers enabled to make contributions to their child's education?

Is the progress of every student with SEN monitored?

Do effective student records, reports and tracking documents show evidence of student progress?

Is information passed on between classes and schools to ensure continuity and progression?

The four broad areas of need as identified within the SEND Code of Practice 2015 are:

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

Communication and Interaction

These children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD), including Asperger Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or Physical Needs

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

Disabled Students

Disabled children and young people, as defined under the Disability Discrimination Act 1995 (DDA), have a physical or mental impairment, which has substantial and long-term effect on his or her ability to carry out normal day-to-day activities.

Impairment does not itself mean that a child or young person is disabled; it is how this impairment affects normal day-to-day activities and whether or not this is a long-term and substantial impairment.

The graduated approach to assessment and provision

In determining if a pupil should be entered on to the SEND register the SENDCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials.

Pupils will be entered onto the SEND register if:

1. Our quality first teaching and personalised learning approach through the Assess Plan Do Review (APDR) cycle is not enabling the student to make progress and subsequent testing confirms SEND
2. Following transition from another school (either primary or an in-year admission) we have been advised that a student has SEND

Universal Screening

We ensure that every pupil in Year 7 is screened at the start of the school year and that every child joining The East Manchester Academy after this point is screened on entry. They are assessed to determine their reading age, spelling age and a current working level for numeracy.

Pupils subsequently highlighted as being below the expected level or who are already on the SEND register from KS2 will then be tested to provide full diagnostic feedback on their needs to their teachers. This may include dyslexia screening, and literacy or maths profiles. For students who display early signs of high level challenging behaviour, anxiety or withdrawal the Boxall profile testing will be used. Children who are behind the expected levels in English and Mathematics are not automatically designated as having Special Educational Needs but are provided with the teaching they need to make the progress required (Catch up Programme). It is only after a pupil persistently fails to make adequate progress and additional support is required that a pupil may be said to have SEND.

On-going Identification

Progress is the crucial factor in determining the need for additional support. Those entering with below the expected levels of literacy and numeracy are given appropriate support to catchup as soon as possible using the Catch-Up Premium.

Our School is a data rich environment and the half termly data collection for all subjects is used to monitor the academic progress of every child. This process will highlight both emerging issues and the impact of any intervention. A weekly review of behaviour data highlights where students are displaying behavioural problems and the pastoral team will work closely with the SEND team to identify any potential underlying SEND.

A Graduated Approach to SEND Identification and Support

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

At The East Manchester Academy quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

We develop our teachers to understand the needs of every child they teach, and to systematically and thoroughly review the progress each child is making.

Our teachers are trained to understand the needs of each child in their class so that they can plan to meet those needs appropriately. For children with identified SEND this can mean adapting their teaching to ensure rapid catch up or in some cases simply ensuring that the child can access the curriculum fully.

We use the Graduated Approach to both identify and support pupils on the SEND register. Support for all students is coordinated through the academy inclusion map. If a student receives additional support from school staff or external agencies, then this is measured and reviewed using the following cycle:

a) Baseline assessment (Assess)

We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases, we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

b) Target setting (Plan)

Where SEND Support is required the teacher and SENDCO will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan. Students on the SEND register will have a pupil profile where their views are considered and students have the opportunity to voice their opinions as to the support that they feel would be most beneficial to them.

c) Targeted support (Do)

The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with Teaching Assistants or specialists who provide support set out in the plan and monitor the progress being made. The SENDCO will provide support, guidance and advice for the teacher.

d) Review and evaluation (Review)

The reviews for students at SEND Support and with EHCPs will be carried out in line with the Code of Practice. Interventions will be reviewed each term by the teacher, SENDCO and the pupil. This will inform the planning of next steps for a further period or where successful, the removal of the pupil from SEND Support.

These are the four distinctive ways in which we as a school are dedicated to supporting pupils with SEND:

Early Identification
High Quality Teaching
High Impact Intervention
Review and Response

The following documents have informed this guidance which parents may find helpful:

Special educational needs and disability code of practice: 0-25 years
<https://www.gov.uk/government/publications/SENDd-code-of-practice-0-to-25>

Special educational needs and disability: a guide for parents and carers
<https://www.gov.uk/government/publications/SENDd-guide-for-parents-and-carers>

Supporting pupils at school with medical conditions
<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions-3>

Keeping children safe in education
<https://www.gov.uk/government/publications/keeping-children-safe-in-education>