

SEND Information Report

1. What should I do if I think my child has special educational needs?

The key staff that you can contact if you think your child has Special Educational Needs are:

- Miss B Moules (Special Educational Needs Coordinator) Phone:

0161 230 8039. b.moules@temac.co.uk

- Mrs N Doran (Assistant Special Educational Needs Coordinator)

Phone: 0161 230 8039. n.doran@temac.co.uk

In addition to this, you may discuss any concerns about your child's progress with their Student Services Leader or Director of House.

1. What do I need to do if my child already has special educational needs?

If your child is in transition to admission to the East Manchester Academy and has an Education and Health Care Plan, we will have an annual review meeting. The SEND code of Practice 2014 focuses on outcomes for young people and engaging parents, families and carers. At the Annual Reviews and through the SEN Parent Forums we will be actively seeking your views to contribute to improving outcomes for your child. If your child does not have an Education Health Care Plan, we will meet with you as and when it is necessary and you will be able to see us at any of the drop -in sessions of Parent's Evenings. Should you wish to discuss anything, please contact Miss B Moules, SENDCo.

Academy Headteacher: Ms J. Bowen

Executive Headteacher: Dr J. MacKinnon PhD

A: 60 Grey Mare Lane, Beswick, Manchester, M11 3DS T: 0161 230 8039 E: admin@temac.co.uk
W: www.theeastmanchesteracademy.co.uk

2. How does the school know if students needs extra help with their learning?

The East Manchester Academy values all its students. 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 and focusing on achieving the best possible outcomes. Each student, regardless of their ability, is entitled to a broad and balanced curriculum, which is relevant to their educational needs. The curriculum offered should give all students a sense of achievement and thereby help them develop.

We aim to ensure that:

- Students with Special Educational Needs and/or Disabilities (SEND) are educated, wherever possible, in an inclusive environment alongside their peers to enable each student to reach their full potential.
- We foster an atmosphere in which SEND students feel valued and can develop a sense of confidence, self-worth and achievement.
- Students with learning difficulties are able to access their entitlement to a broad, balanced and relevant curriculum as part of the whole school community.
- We match levels of additional support for learning to the wide variety of individual learning difficulties, while enhancing self-esteem.
- We identify and assess students with SEND as early and as thoroughly as possible using the revised Code of Practice (2014)
- Parents/carers and students are fully involved in the identification and assessment of SEND, and that we work in close partnership with all agencies concerned, using a multi -agency approach. • We meet the needs of all students with SEND by offering appropriate and flexible forms of educational provision, by the most efficient use of all available resources.
- We maintain up to date knowledge of current SEND good practice and methodology in order to offer support and training in these areas to all staff in our school.
- We maintain links with other schools to share and develop our practice.

The school's provision for SEND is defined as support which is *additional to or different from that which is available to all students*.

At The East Manchester Academy, we recognise that students make progress at different rates. Therefore, students are identified as having SEND in a variety of ways:

- Liaison with primary school/previous school.
- The student performing significantly below expected levels for a sustained period of time.
- Concerns raised by parent/carer.
- Concerns raised by teacher through our Inclusion referral system.
- Information from external agencies such as Child Adolescent Mental Health Service (CAMHS) and Children, Families and Social Care (CFSC) and Children Services (CS).
- If a student is identified as having SEND then their name will be added to the SEND register initially under the category 'K' so that teachers are aware and can support them but we recognise that students' needs may change over time and provision must reflect this.

3. What are the categories for SEND?

There are four types of Special Educational Needs (SEN) as described in the SEND Code of Practice 2014:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

If a student has SEND, then their needs will fit into one or more of these categories.

4. How will the academy support my child?

All subject teachers are responsible for the outcomes of students in their lessons. They are responsible for high quality teaching and learning and making the curriculum accessible to all students. Teaching staff will receive ongoing training about strategies to support learning.

The SENDCo will ensure that:

- All relevant information is distributed on students' needs so that teachers have a good understanding of the needs. The Inclusion Team provide advice, strategies and resources so that teachers are equipped in meeting those needs.
- Teachers and teaching assistants liaise regularly to plan for SEND students learning.
- Where required there is teaching assistant support in place in classrooms.
- There are reading and maths intervention sessions offered in the Inclusion Team Area during form time.
- Parents/Carers are kept informed of any changes to the provision that is in place for their child.

The following types of additional support are available, all dependent on need:

- Additional adult support in the classroom – there are 9 dedicated Teaching Assistants in the SEND department who support teachers in helping the learning of whole classes. Students with an Education

Health Care Plan (EHCP) will receive this support according to their needs.

- Small group sessions – these bespoke sessions are when students come out of some lessons for targeted interventions such as developing social communication, social interaction, handwriting, literacy or numeracy .
- Intervention from external agencies depending on need provided by: Educational Psychology/ Speech and Language Therapy/ Specific Learning Difficulty Teacher / Sensory Support Service.

5. Who will explain provision to me?

Any additional provision that is in place for your child will be explained by the SENDCo or Assistant SENDCo. In the case of individual/small group interventions/assessments by the Educational Psychologist or Specific Learning Difficulty (SpLD) teacher, the SENDCo or Assistant SENDCo will telephone parents/carers explaining the aims of the intervention. Letters, phone-calls or emails will be used to keep parents/carers updated on their child's outcomes.

6. How are the academy's governors involved and what are their responsibilities?

A report will be sent to the governors annually to inform them about the outcomes of students with SEND; this report does not refer to individual students and confidentiality is maintained at all times.

SEND and other elements of student wellbeing are led by Deputy Headteacher Mr D Goddard. There is also a SEND Link Governor – Elaine Morrison.

7. How will the curriculum be matched to my child's needs? What are the academy's approaches to differentiation and how will that help mychild?

All subject teachers are responsible for planning lessons that are accessible and differentiated. In some curriculum areas (English, Maths and Science) students are grouped by levels of attainment, whilst in other curriculum areas students are taught in mixed attainment groups. Students are entitled to participate in all areas of the curriculum and it is the subject teacher's role to differentiate resources and lessons to ensure the student can access the learning. The SENDCo will advise teachers about strategies and resources to use to support with differentiation.

At Key Stage 4, students choose from a range of courses, which help to prepare them for the next steps in their learning, be that college, apprenticeships or work. Students and parents/carers are offered advice and careers guidance at the appropriate time to help make these important decisions.

**8. How will I know how my child is doing and how will you support me to support my child's learning?
What opportunities will there be to discuss my child's outcomes?**

We offer an open-door policy where parents/carers are welcome to meet the SENDCo, Assistant SENDCo, Student Services Manager or Director of Progress and discuss how your child is progressing. Parents/carers can contact staff members by calling the Academy on: 0161 230 8039.

The East Manchester Academy encourages good home/school communication and this can be in the following ways:

- Every student has an academy planner, which they should bring into the academy every day so that comments from parents/carers and staff can be shared and responded to. Staff may communicate with parents/carers by face to face meetings, telephone or email.
- If your child has an Education Health Care Plan (EHCP), then there are legal requirements for at least one formal meeting each year. The Annual Review is organised by the SENCO or Assistant SENCO. Parents/carers, students, staff, and any outside agencies involved with the student attend the review. At the annual review the student views are shared, long term outcomes are evaluated and next steps agreed.

. How does the academy know how well my child is doing?

Teachers, as part of their professional standards, monitor and review all students' outcomes throughout the year. At The East Manchester Academy monitoring progress includes:

- Termly data collection, from all teachers, showing the current level of attainment of all the students they teach. This means that teachers in each subject area can track the outcomes of students across the academic year and intervene if students experience difficulties.
- In-class additional support is reviewed half-termly by the SEND Team. Adjustments to support are made if necessary.
- Teaching and learning is observed by senior leaders and line managers as part of the academy's performance management system. Teaching assistants are also observed through learning walks by the SENCO.
- At the start of Year 7, students take the Cognitive Abilities Tests (CATs). Students are also tested on their reading. This allows us to identify when students may need further support, intervention, or additional assessment to detect any underlying difficulties.

9. What support will there be for my child's overall well-being? What is the pastoral, medical and social support available in the Academy?

The East Manchester Academy operates a vertical tutoring system in Years 7 to 11, which means that students from every year group are placed in Houses in mixed age form groups. This encourages older students to take lead and support younger students in activities to develop social interaction, communication skills, respect, tolerance and British values.

Students who need support with social, emotional and mental health have the option to go to safe spaces where the students are supported by the SEND team. Safe spaces are available throughout the day.

The SEND safe space is on the second floor. During unstructured times the safe space is on the ground floor. In these spaces, students can remain until they are able to self-regulate and return to lesson.

We also have counsellors on site throughout the week and a school nurse. Students can be referred by staff or parents/carers for support from these agencies.

If a student is unwell during the school day, then they will contact the Student services managers. If the student is too ill to stay at the academy, their parent/carer will be contacted and asked to make arrangements for collecting them as soon as possible.

In a medical emergency, appropriate emergency procedures will be followed. Staff are made aware of students who have severe allergies or other significant health/medical needs throughout the school year.

Form Tutors, Student Services Managers and Head of House are the main point of contact for parents/carers about their child's pastoral and social well-being.

10. How does the school manage administration of medicines?

Medicines for students are managed by First Aid. If a student requires medicine during the school day, the following procedures must be followed:

- All medicines must be given in person to First Aid by a parent/carer.
- The student's name and date of birth are recorded alongside the date, time, name of medicine, and dosage.
- Depending on how the medicine needs to be stored, it will be kept in either a locked cupboard or a fridge in the First Aid Room.
- The student must go to the First Aid room, where the First Aider will make the medication available to be taken.
- Each time the medicine is administered, the time, date and dosage is recorded.

11. What specialist services and expertise are available at or accessed by the academy?

The SENDCo, Miss B Moules is an experienced teacher and senior leader who has worked with pupils at The East Manchester Academy for the last five years. The SENDCo leads the SEND department and works in partnership with the many specialist services and outside agencies, to ensure provision for TEMA students is appropriate and meets all needs. The academy works closely with any external agencies that are relevant to individual students' needs, including:

- **Health** – School Health Advisor, Child Adolescent and Mental Health Service (CAMHS) paediatricians, speech & language therapists, occupational therapists.
- **Children, Families and Social Care** – locality teams, social workers, family intervention teams.
- **Independent Specialists:** Lightbulb Psychology Services -Educational Psychologist/Gateway Education – Specific Learning Difficulties Assessor.
- **Sensory Support Service** – Hearing and visual impairments.
- **Specialist Partner Schools** – Melland High School and Grange School.

12. What SEND training have the staff had or are currently having?

All staff have had training in line with the SEND Code of Practice 2014. There is an on-going rolling programme of professional development for our staff, throughout the school year.

- Miss B Moules, SENDCo provides staff with training and updates.
- SEND training forms part of the continuing professional development of all teachers and teaching assistants and is organised in accordance with the needs of the students.
- The school works closely with other local schools and the Specialist Outreach Services to continue to develop our knowledge and understanding of SEND.

13. How will my child be included with activities outside the classroom, including trips?

School trips are part of the academy curriculum and we aim for all students to be included on academy trips. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. This may include advice from the SENDCo where relevant.

14. How accessible is the academy environment?

The academy is on one site. All levels have lift access. The site has been adapted so that all areas can be reached via permanent ramps, meaning the ground floors of all buildings are accessible for wheelchair users or those with impaired mobility.

There is an accessible changing room with a hoist. The site has disabled toilets on each floor. There is one car park on site. The car park has parking bays for disabled badge holders, marked clearly in yellow paint.

15. How will the academy support and prepare my child when joining the academy and transferring from a new school?

We aim to ensure a student has a smooth transition when they join the school. Staff liaise with schools and with parent/carers before the student arrives. Information is gathered about the student's needs and appropriate support is put into place.

- Through the school's transition programme, careful transition is planned and arranged. Academy staff work closely with primary schools to gather information about students, organise activities and visits to the Academy.
- All students in Year 6 who have accepted a place at The East Manchester Academy for Year 7 are invited to induction days in July. These days provide a taste of academy life. The prospective students get a tour of the academy and take part in lessons with different subject teachers. Students with SEND are invited to have further transition days to ensure that they become familiar the academy
- Information from the primary schools about students with SEND is passed on to relevant staff, as necessary.
- Parents/carers of new students are provided with information packs about the Academy. The SENDCo is available to meet with parents/carers and students to discuss any concerns and to offer tours of the school building.
- In the Summer term students are supported with transition to new year groups by means of information assemblies, taster sessions with new teachers and support to follow new timetables. Year 11 students are guided and supported by the Careers Advisors to make post 16 choices. Students and parents/carers are offered advice and careers guidance at the appropriate time to help make these important decisions.
- Should your child have an EHC plan then a transition plan will be developed with Careers Advisor involved. Transition visits to post 16 providers will be arranged where necessary.

16. What happens if my child joins mid-year?

All students admitted to the academy after the start of the academic year are screened on entry, to identify any areas of need and to provide information to staff about the student's learning. This information is passed on to the SENCO. You will be able to meet the SENDCo or Assistant SENDCo on the admission day.

A student 'buddy' is chosen to support the new student for the first few days of being at The East Manchester Academy.

Contact is made with the previous school to ensure the transfer of information about the student.

17. What happens if my child joins another school?

The new school makes a request for information and the student's file is sent to the new school. Staff from both schools may also liaise regarding SEND needs.

18. How are the academy's resources allocated and matched to my child's need?

We ensure that all students with SEND have their needs met to the best of the academy's ability, within the funds available. The budget is allocated on a needs basis. The students who have the most complex needs are given the most support.

19. How is the decision made about the type and how much support my child will receive?

Our SEND provision is inclusive and we believe that students should be supported to access learning by means of differentiation. This could be differentiation by adult support in class, resources or equipment. Some students may require specialist support. The SEND team review the support every half term.

There are three Waves of support:

Wave 1 - The effective inclusion of all students in high quality teaching & learning in the classroom. Teaching and learning which is multi-Sensory and well structured. Changing direction and re-shaping tasks to enhance student progress and understanding.

Wave 2 - Additional time-limited provision in the form of small-group intervention outside of the normal classroom. Wave 2 interventions should be used for students who can be expected to 'catch up' with their peers as a result of the intervention. This would include; Small-group intervention, for example, withdrawal classes during the school day, after school booster classes, holiday revision classes.

Wave 3 - Specific targeted interventions for identified students outside of the classroom. Additional time-limited intervention and provision to enhance the progress of identified students 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 "off-site" or outside specialist service support.

20. Who can I contact for further information?

Please contact the main school number 0161 230 8039. Reception will put you in touch with Miss B Moules, SENDCo or Mrs Doran, Assistant SENDCo.

21. How can I find out more information about Manchester's Local Offer?

Please follow the link: www.manchester.gov.uk/sendlocaloffer

SEND Local Offer: Who to Contact in Manchester

Information, Advice and Support (IAS) Manchester Telephone: 0161 209 8356 Email: parents@manchester.gov.uk For free confidential and impartial information

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.
- 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 academy community and fully integrated in the life of the academy.
- 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.

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Academy Headteacher: Ms J. Bowen Executive Headteacher: Dr J. MacKinnon PhD