

SEND Information Report

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 (Director of Inclusion) b.moules@temac.co.uk

Mrs Hana Ingram (Director of Inclusion) h.ingram@temac.co.uk

Mrs N Doran (Assistant Special Educational Needs Coordinator) n.doran@temac.co.uk

Phone: 0161 230 8039.

In addition to this, you may discuss any concerns about your child's progress with their Director of Year or Director of Key Stage.

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

If your child is joining The East Manchester Academy and has an Education, Health and Care Plan (EHCP), we will hold a transition meeting and an annual review in line with statutory requirements. In accordance with the SEND Code of Practice (2015) and national SEND reforms, our approach focuses on co-production, clear outcomes, and early, effective support.

During annual reviews, as well as through SEN parent forums and ongoing communication, we actively seek the views of parents and carers to help shape provision and improve outcomes for your child.

If your child is on the SEN Support register, we will follow a graduated approach of **Assess, Plan, Do, Review (APDR)** to identify needs, put appropriate support in place, and regularly review the impact of that support to ensure your child is making progress.

If your child does not have an EHCP, we will meet with you as required to review progress and discuss any concerns. You will also have regular opportunities to speak with staff at parents' evenings and scheduled drop-in sessions.

How does the school know if students need extra help with their learning?

The East Manchester Academy values all its students and is committed to ensuring that every learner has the opportunity to achieve their full potential academically, and socially. We recognise the uniqueness of each individual and provide a broad and balanced curriculum designed to promote success, engagement, and achievement for all.

We aim to ensure that:

- We ensure that every child on the SEND register has a one-page profile that is referred to as an iLearner. This profile includes how the child's needs may present and practical strategies teachers can implement to support them in their learning in the classroom.
- We follow a fully inclusive approach supported by high-quality teaching (Ordinarily Available Provision) and a graduated response (Assess-Plan-Do-Review).
- We foster an environment where pupils with SEND are valued and supported to develop confidence, self-esteem, and independence.
- All pupils are able to access a broad, balanced, and relevant curriculum within the wider school community.
- We identify and respond to additional needs as early as possible in line with the SEND Code of Practice (2015) and national SEND reforms, with a focus on early intervention and timely support.
- Targeted support is provided where needed to remove barriers to learning and enable access to high-quality inclusive teaching.
- Parents/carers, pupils, and external professionals are fully involved in identifying needs and planning

support, working in partnership through a multi-agency approach where appropriate.

- Provision is carefully planned, flexible, and reviewed to ensure it meets individual needs effectively.
- Staff are kept up to date with current SEND guidance, training, and best practice.
- We work collaboratively with other schools and external partners to develop and strengthen our practice.

The school's provision for SEND is defined as support that is additional to, or different from, high-quality inclusive classroom teaching (Ordinarily Available Provision).

At The East Manchester Academy, we recognise that pupils make progress at different rates. Pupils may be identified as having SEND through a range of ways, including:

- Liaison with primary or previous schools.
- A pupil performing significantly below expected levels over a sustained period.
- Concerns raised by parents or carers.
- Concerns raised by teaching staff through our Inclusion referral system.
- Information from external agencies such as Child and Adolescent Mental Health Services (CAMHS), Children's Social Care, and other support services.

If a pupil is identified as having SEND, they are placed on the SEN Support register and support is coordinated through a graduated approach (Assess–Plan–Do–Review). We recognise that needs may change over time and provision is regularly reviewed and adjusted to reflect this.

What are the categories for SEND?

There are four broad areas of need identified in the SEND Code of Practice (2015), which schools use to help understand and respond to pupils' needs:

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

These categories are used to help schools identify the nature of a pupil's needs and plan appropriate support. A pupil may have needs in one or more of these areas, and support is personalised based on individual strengths and barriers to learning rather than a fixed category.

We recognise that these categories are for guidance only and that each pupil is unique. Our focus is on identifying and removing barriers to learning, using a person-centred and inclusive approach to ensure all pupils can access high-quality teaching and achieve positive outcomes.

How will the academy support my child?

All subject teachers are responsible for the progress and outcomes of pupils in their lessons. High-quality teaching is the first step in supporting all learners, and staff ensure that the curriculum is accessible through adaptive teaching, inclusive classroom practice, and the principles of Ordinarily Available Provision (OAP).

Support is delivered through a graduated approach: Assess, Plan, Do, Review (APDR), ensuring that provision is regularly reviewed and adapted in response to pupil need.

We support pupils in the following ways:

- Key information about pupils' needs is shared with staff so that appropriate strategies, resources, and support can be put in place. The Inclusion Team provide guidance, advice, and practical resources to support high-quality inclusive teaching.
- Teachers and Learning Support Assistants work closely together to plan, deliver, and review learning.
- Where appropriate, Learning Support Assistants are deployed in classrooms to support access to

learning.

- Targeted interventions are used where needed to remove barriers to learning and support pupils to make progress within the curriculum.
- A range of social, emotional and mental health (SEMH) interventions are available through the inclusion suite to support wellbeing and engagement.
- Parents and carers are kept informed of any changes to support arrangements and are involved in regular review discussions.

Additional support available includes:

- Classroom-based support from our team of Learning Support Assistants, who work across the Inclusion Faculty to support teaching and learning in whole-class settings.
- Pupils with an Education, Health and Care Plan (EHCP) receive personalised provision and targeted interventions based on their individual outcomes.
- Support from external agencies where required, including Educational Psychology, Speech and Language Therapy, Specific Learning Difficulties specialists, and Sensory Support Services (including visual and hearing impairment support).
- Inclusion Faculty who support teachers in helping the learning of whole classes.
- Students with an Education Health Care Plan (EHCP) will receive bespoke support and intervention according to their needs.
- Intervention from external agencies depending on need provided by: Educational Psychology/ Speech and Language Therapy/ Specific Learning Difficulty Teacher / Sensory Support Service/VI and HI support.

Who will explain provision to me?

Any additional provision put in place for your child will be explained by the SENDCo or Assistant SENDCo. This will include the purpose of the support, how it will be delivered, and the intended outcomes.

Where a pupil is receiving specialist input, such as from an Educational Psychologist or a Specific Learning Difficulties (SpLD) teacher, the SENDCo or Assistant SENDCo will meet or speak with parents and carers to explain the intervention in detail, including its aims and how progress will be reviewed.

We maintain regular communication with parents and carers through meetings, telephone calls, emails, and written updates to ensure they are fully informed about their child's progress and outcomes.

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

The governing body has strategic oversight of SEND provision and ensures that the academy meets its statutory responsibilities in line with the SEND Code of Practice (2015).

Governors receive regular reports on the progress and outcomes of pupils with SEND, including the effectiveness of provision across the academy. These reports do not include individual pupil information, and confidentiality is maintained at all times.

SEND and wider aspects of inclusion and pupil wellbeing are overseen by the Deputy Headteacher, who works closely with the SENDCo and Inclusion Team to ensure provision is effective and continually improving. The academy also has a designated SEND Link Governor, who monitors SEND provision, meets with leaders, and supports accountability for the quality and impact of support for pupils with additional needs.

How will the curriculum be matched to my child's needs? What are the academy's approaches to adaptive teaching and inclusive classroom practice and how will that help my child?

The academy's curriculum is designed to be ambitious, inclusive and accessible to all pupils, including those with SEND. Our intent is that all pupils are able to access a broad and balanced curriculum and achieve well, with barriers to learning identified and addressed through high-quality teaching.

Teachers are responsible for the progress of all learners in their classrooms. They use adaptive teaching

approaches to ensure learning is effectively scaffolded and appropriately challenging. This includes adjusting explanations, modelling, questioning, resources, and task design so that pupils can access learning and make progress alongside their peers.

The SENDCo works collaboratively with teaching staff to support the implementation of inclusive practice, providing guidance, training, and resources where needed. Provision is monitored and reviewed to ensure that support is having a positive impact on pupils' learning, engagement, and independence.

At Key Stage 4, pupils are supported to follow pathways that are appropriate, ambitious, and aligned with their aspirations for further education, apprenticeships, or employment. High-quality careers guidance is provided to pupils and families at key transition points to support informed decision-making.

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 are committed to maintaining strong and regular communication with parents and carers so that they are fully informed about their child's progress, wellbeing, and support needs.

Parents and carers can contact the SENDCo, Assistant SENDCo, or Director of Year at any time to discuss progress or raise concerns. The academy operates an open and responsive approach to communication, and contact can be made via telephone, email, or arranged meetings.

We use Class Charts as a key communication tool to share information about pupils' needs, behaviour, rewards, and engagement in learning. This supports ongoing communication between home and school and helps parents and carers to stay informed about their child's school experience.

For pupils with an Education, Health and Care Plan (EHCP), formal annual review meetings are held in line with statutory requirements. These meetings are coordinated by the SENDCo or Assistant SENDCo and involve parents/carers, the pupil, school staff, and where appropriate, external professionals. The review focuses on progress towards agreed outcomes, the effectiveness of provision, and next steps, ensuring that pupil voice and parent/carer views are central to decision-making. In some cases, the Local Authority may also attend.

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

Teachers monitor and evaluate the progress of all pupils throughout the year as part of their professional responsibility to ensure high-quality teaching and learning.

At The East Manchester Academy, pupil progress is tracked through a range of robust monitoring systems, including:

- Termly data collections, completed by all teachers, which provide a clear overview of pupils' current attainment and progress across subjects. This enables staff to identify any pupils who may be falling behind and to implement timely support or intervention where needed.
- Termly review of SEND provision, where the Inclusion Team evaluate the impact of support and adjust provision as necessary using the Assess–Plan–Do–Review cycle.
- Quality assurance of teaching and learning, including lesson observations and learning walks carried out by senior leaders and line managers. Learning Support Assistants are also included in this process to ensure that support is effective and well-matched to pupil need.
- Baseline and diagnostic assessment, including reading assessments at the start of Year 7, which help to identify pupils who may require additional literacy support or further specialist assessment.

This combined approach ensures that progress is closely monitored, support is responsive, and provision is adapted to meet pupils' changing needs over time.

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 academy places high importance on pupils' social, emotional, and mental health (SEMH) and recognises that well-being is central to engagement, learning, and progress.

Pupils who require additional support have access to a designated inclusion and wellbeing space, where they are supported by the SEND and/or pastoral teams. This provision is designed to remove barriers to learning, promote emotional regulation, and support continued engagement in education. The Inclusion Suite is based on the ground floor and provides a safe and supportive environment for pupils when needed.

A range of targeted SEMH support is available, including access to an in-school counsellor offering weekly drop-in sessions. Where appropriate, pupils may also be supported through external services such as CAMHS, with regular reviews to ensure coordinated and effective support. The Inclusion Team also delivers therapeutic interventions for both individuals and small groups to support emotional wellbeing and resilience.

Provision and outcomes for pupils with SEND are monitored regularly through ongoing review meetings led by senior leaders, ensuring that support remains effective and responsive to need.

In addition, pupils who are unwell during the school day are supported through the year team in the first instance. If a pupil is too unwell to remain in school, parents and carers are contacted and asked to make appropriate arrangements for collection. In the event of a medical emergency, appropriate safeguarding and emergency procedures are followed. Staff are made aware of any pupils with significant medical needs, allergies, or health conditions to ensure safe and appropriate care.

Key pastoral points of contact for parents and carers include Form Tutors, Directors of Year, and Directors of Key Stage, who work closely with families to support pupils' wellbeing and engagement in school.

How does the school manage administration of medicines?

The administration of medicines is managed by the First Aid team in line with school health and safety procedures.

Where a pupil requires medication during the school day, the following procedures are followed:

- All medicines must be brought into school and handed in personally by a parent or carer to Reception.
- Details of the pupil, including name and date of birth, are recorded alongside the date, time, name of medication, and dosage.
- Medicines are stored securely in a locked cupboard or refrigerated storage within the First Aid Room, depending on the storage requirements.
- Pupils can access their prescribed medication through their year teams, where it is administered by a trained first aider.
- Each administration of medication is recorded, including the date, time, and dosage given, to ensure accurate monitoring and safeguarding.

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

The academy has two SENDCos, Miss B Moules and Mrs H Ingram, who lead the Inclusion Faculty and work in close partnership with external specialists and agencies to ensure that provision is appropriate, coordinated, and meets the needs of individual pupils.

Where required, the academy works with a range of external services to support pupils' learning, wellbeing, and development, including:

- **Health and emotional wellbeing services**, including the School Health Advisor, Child and Adolescent Mental Health Services (CAMHS), paediatric services, speech and language therapy, occupational therapy, M-Thrive, Thrive in Education.
- **Children's social care and family support services**, including locality teams, early help, social workers, and family intervention services.

- **Independent specialist professionals**, such as Educational Psychologists (One Education) and Specific Learning Difficulties assessors.
- **Sensory support services**, including specialist provision for pupils with hearing and visual impairments.
- **Specialist partner settings**, including collaboration with The Endeavour Federation and other relevant provision where appropriate.

This multi-agency approach ensures that pupils receive timely, coordinated support, with provision tailored to their individual needs and regularly reviewed to assess impact.

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

All staff receive ongoing professional development in line with the SEND Code of Practice (2015) and national SEND reforms, including the SEND and Alternative Provision Improvement Plan (2023). This ensures that practice continues to develop in response to the needs of pupils and current best practice.

- A structured and ongoing programme of training is in place throughout the academic year to support staff in meeting the needs of pupils with SEND.
- The SENDCo's provide regular training, guidance, and updates for staff, including monthly SEND briefings focused on key areas of need and effective strategies.
- SEND training forms a core part of whole-school continuing professional development (CPD) for both teachers and teaching assistants and is tailored in response to identified pupil needs.
- The academy works collaboratively with local schools and specialist outreach services to share best practice and further develop staff expertise in supporting pupils with a range of SEND needs.

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

School trips and enrichment activities are an integral part of the curriculum, and we are committed to ensuring that all pupils, including those with SEND, are able to participate wherever possible.

We take a proactive approach to inclusion and will put in place appropriate support to enable successful participation in off-site activities. This may include additional staffing, reasonable adjustments, or adapted resources to meet individual needs.

A full risk assessment is completed prior to all off-site visits to ensure the health, safety, and wellbeing of all pupils is maintained. Where appropriate, the SENDCo will contribute to planning and risk assessment to ensure individual needs are fully considered.

Where, following a full risk assessment, a pupil is unable to safely participate in an off-site activity and all reasonable adjustments have been explored, an appropriate alternative curriculum or in-school learning offer will be provided to ensure the pupil continues to access meaningful and purposeful learning.

How accessible is the academy environment?

The academy is located on a single site. All levels are accessible via lift access, and the building has been adapted to ensure inclusive access throughout.

Permanent ramps are in place to support accessibility, meaning that all ground floor areas are fully accessible for wheelchair users and pupils with mobility needs. The academy also has an accessible changing facility with a hoist, as well as disabled toilet facilities on each floor.

On-site parking is available, including designated parking bays for disabled badge holders, clearly marked for ease of access.

How will the academy support and prepare my child when joining the academy or transferring from another school?

We are committed to ensuring that all pupils experience a smooth and successful transition into the academy.

Where possible, we work closely with feeder schools, parents/carers, and external professionals prior to a pupil joining to gather relevant information and ensure that appropriate support is in place from the point of entry.

Our transition arrangements include:

- A structured transition programme in which academy staff work closely with primary schools to share information, plan support, and organise visits to the academy.
- Year 6 pupils who have accepted a place at The East Manchester Academy are invited to induction days in July, where they experience lessons, meet staff, and familiarise themselves with the school environment. Pupils with SEND are offered additional transition opportunities where required to support familiarity and confidence.
- Information from primary schools regarding pupils with SEND is carefully reviewed and shared with relevant staff to ensure support is in place from the outset.
- Parents and carers receive detailed information packs, and the SENDCo is available to meet with families to discuss individual needs, answer questions, and provide tours of the academy.
- Further transition support is provided during the summer term through assemblies, taster sessions, and preparation for new timetables and routines.
- Pupils moving into Key Stage 4 and beyond receive structured careers guidance to support informed choices about further education, apprenticeships, or employment.
- For pupils with an Education, Health and Care Plan (EHCP), a personalised transition plan is developed, and where appropriate, transition visits to post-16 providers are arranged in collaboration with the Careers Adviser and external agencies.

What happens if my child joins mid-year?

All pupils who join the academy after the start of the academic year complete an induction process, which includes screening on entry to identify any additional needs and to ensure appropriate support is put in place quickly.

This information is shared with relevant staff, including the SENDCo, to ensure that teaching staff are fully informed of individual needs and can plan appropriate support from the outset. Where required, information is also gathered from the previous school to support continuity of provision.

Parents and carers are given the opportunity to meet a member of the pastoral team during the admissions process. A peer 'buddy' may be allocated to support the pupil in settling into academy life during the initial transition period.

What happens if my child moves to another school?

When a pupil transfers to another school, relevant information is shared in line with safeguarding and data protection requirements. The receiving school requests the pupil's records, which are then securely transferred.

Where appropriate, staff from both settings may liaise to ensure that SEND needs are clearly understood and that transition is as smooth as possible.

How are the academy's resources allocated and matched to my child's needs?

The academy allocates resources in line with identified pupil needs, ensuring that funding is used effectively to support inclusion and positive outcomes for pupils with SEND.

We ensure that reasonable adjustments are in place to enable pupils to access all areas of school life.

Resources and support are directed using a needs-led approach, with priority given to interventions and provision that have the greatest impact on progress, engagement, and independence.

Provision is reviewed regularly to ensure that support remains appropriate, effective, and responsive to changing needs.

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

Our SEND provision is inclusive and aims to ensure that all pupils can access a broad, ambitious curriculum through high-quality teaching and Ordinarily Available Provision (OAP). This includes adaptive teaching, scaffolding, and appropriate classroom strategies such as targeted adult support, adapted resources, or specialist equipment where required.

Where pupils require additional support, decisions are made using a graduated approach: Assess, Plan, Do, Review (APDR). This is informed by a range of evidence, including teacher assessment, progress data, pupil voice, and where appropriate, information from parents/carers and external professionals.

The Inclusion Faculty reviews the effectiveness and impact of support on a half-termly basis. Provision is then adjusted to ensure it continues to meet the pupil's needs and supports progress.

Support is personalised and may include:

- High-quality inclusive classroom teaching (OAP), with adaptive teaching strategies to enable pupils to learn alongside their peers.
- Targeted interventions, which are time-limited and delivered in small groups to support pupils in securing key knowledge and skills and closing gaps in learning.
- Specialist or individualised support, for pupils with more complex or significant needs, which may include one-to-one support, bespoke learning programmes, or input from external specialist services.

All provision is regularly reviewed to ensure it is purposeful, effective, and enables pupils to make progress, develop independence, and fully access school life.

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 or Mrs H Ingram SENDCo or Mrs Doran, Assistant SENDCo.

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)
Telephone: 0161 209 8356
Email: parents@manchester.gov.uk

What do I do if I am unhappy with the provision?

Please see the complaints policy published on the school website.

<https://www.theeastmanchesteracademy.co.uk/about/policies>

At The East Manchester Academy we believe:

- All children have the right to a broad, balanced and ambitious curriculum.
- We prioritise early identification of need, inclusive practice, and timely intervention to improve outcomes for all learners.
- All teachers are responsible for meeting the individual needs of pupils through high-quality, inclusive teaching.



- Pupils with SEND are entitled to appropriate resources and support to enable them to access learning and achieve their potential.
- Inclusion of pupils with SEND in mainstream education is prioritised wherever possible, with appropriate support and reasonable adjustments in place.
- In working in partnership with families, providing support, guidance, and advice for pupils with SEND.
- In fostering independence, resilience, and the development of self-esteem for all pupils.
- Every child should feel valued within the academy community and fully included in all aspects of school life.
- Bilingualism is not a learning difficulty; however, some bilingual pupils may also have additional learning needs.
- Effective inclusive practice benefits all learners, regardless of starting point or level of need.
- Pupils with disabilities have an equal right to access a broad and balanced curriculum.
- Disability is not a learning difficulty in itself, although some disabled pupils may also have additional learning need.