



Manchester
Communication
Primary
Academy

Manchester Communication Primary Academy

SEND INFORMATION

Policy 2020/21

Approval History

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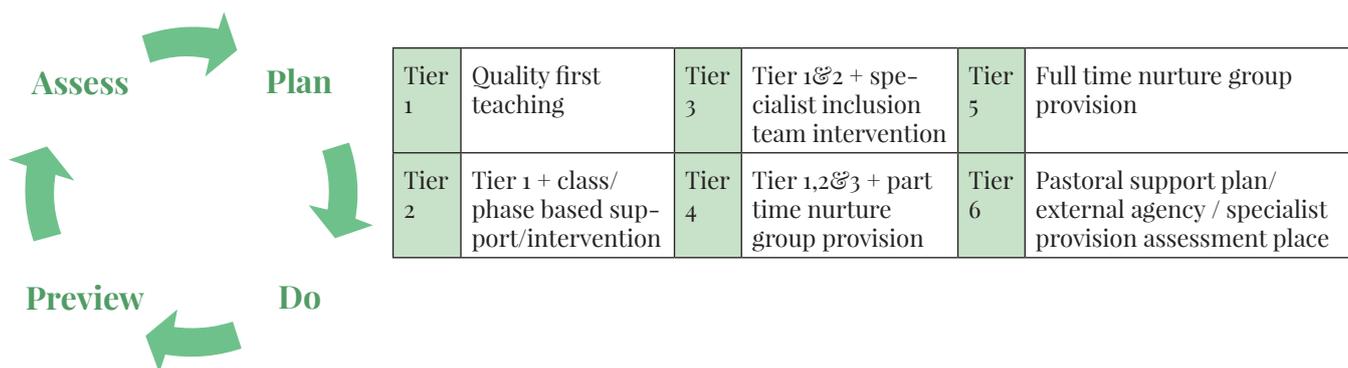
Whole Academy Approach

Manchester Communication Primary Academy is a new academy which opened its doors in 2014. We are an inclusive mainstream academy and we have children from Nursery age to year 6 and 414 children. We are committed to providing a broad curriculum for all children.

Children are taught an innovative, engaging and challenging curriculum in semi open plan spaces. All children, including those with SEND, are supported to make the best possible progress.

The building is a new build, only opening in 2015. The academy has two floors with lift access and disabled toilets. Access to the ground floor is good. Teaching spaces are semi - open plan and therefore easily accessible. Over the years, more walls have been built to support children with SEND and there are smaller spaces and rooms if required for interventions or nurture groups.

We identify any additional needs a child may have as early as possible. We do this through concerns raised by parents/carers, teachers or teaching assistants or any external agencies and previous schools that may have been involved with the child. All teachers and teaching assistants within the academy work hard to ensure that all children, whatever their ability, achieve well. Any concerns that a teacher has after putting strategies in place to support children will be referred to the Special Educational Needs Coordinator (SENCo) and Deputy head for Inclusion through an Inclusion Panel referral form. They will then review any new referrals at a half termly inclusion panel. Parents and carers will be kept informed throughout the process. If it is felt that the next step would be to place a child on the SEN register, we would look at the tier (please see below) and an IEP will be written for the child with measurable targets set if the child is at tier 3. These will be reviewed no less than 3 times a year, with new actions being decided at each point. It is important to have the input of parents and carers, as well as teachers at each review point. If further support is required, we may refer to our on-site speech therapist or an educational psychologist. Parental permission will be obtained prior to referral. We support all children through “quality first” teaching as well as the graduated approach. See below.



SEN Needs

Children and young people’s SEN are generally thought of in the following four broad areas of need and support::

1. Communication and interaction

For children experiencing difficulties with speech, language and communication, we have a speech therapist twice a week. Younger children may complete a BLAST/WELLCOM pro-

gramme in order to enhance their language skills early on. We also have a specialist trained TA who is able to carry out some of the interventions under the direction of the speech therapist.

2. Cognition and learning

We have a number of interventions taking place throughout the day. Some of these are class based such as maths and literacy boosters. The TA or the teacher may carry this out. Some, more specialised, interventions are delivered through the inclusion team. These would be tier 3 interventions and include dyslexia interventions and other specialist programmes. Some children may need to be taught in a small group for certain curriculum areas.

3. Social, emotional and mental health

We use a number of social skills interventions to support the social, emotional and mental health of our children. Children may work in small groups using social stories. Children may work with a TA at certain times to ensure they get the best from their learning or they may participate in interventions such as Lego therapy. Older children enjoy time to read specialist children books which focus on various aspects on a child's wellbeing and teaches them how to deal with situations from the perspective of the characters. Some children may require the academy counsellor to enable them to work through any issues. We are working through the nurturing schools programme and have developed a nurture group setting if we should require it.

4. Sensory and/or physical needs

We have the use of a hoist and a changing bed where necessary. We have various styles of equipment to support the children for example; a variety of cushions, fidget toys and sensory play equipment. We take advice from the Physiotherapists and Occupational Therapists who are working with the children before carrying out these interventions.

(Reference: SEN Policy September 2019)

As of September 2019, we have 47 children receiving some form of SEN Support.

As of September 2020, we have 51 children receiving some form of SEN Support with a number of children on a monitoring list.

We have an internal process for monitoring quality of provision and assessment of need. Class teachers and staff follow the flowchart below when referring children to the Inclusion team. We have a 6 tier system to show the level of support each child has. If a child is placed on tier 3, then we will write a Personal Learning Plan for them. This will be reviewed 3 times a year. This forms part of the graduated approach and allows us to set targets, monitor the outcomes and make changes to the provision where necessary. Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

Inclusion Panel Referral Process

1	2	3	4	5
Inclusion panel referral form completed and submitted.	Class teacher to complete initial evidence/tracking documents.	IW/NB/LN to meet with class teacher and outline next steps.	Class teacher & Phase link TA meet to timetable intervention.	Intervention record set up & centrally stored on staffshare.
Panel reviews all cases and assigns to IW, NB or LN	IW/NB/LN to complete initial pupil observation.	Class teacher meets with parent/carer to outline support	Baseline assessment to be completed	Post-session Intervention feedback shared with class teacher

SEN Provision

Our approach to identification and assessment of special educational needs is set out in our SEN Policy dated September 2020. We have set out below summary information on the academy's approach to SEND which covers the following areas:

- Teaching pupils with SEND
- Adapting the curriculum and learning environment for pupils with SEND
- How additional support, equipment and facilities are made available for pupils with SEND
- Assessing and reviewing the progress of pupils with SEND
- Promoting inclusion between all pupils regardless of whether they have SEND
- Supporting the social, emotional and mental development of SEND pupils (including additional pastoral support arrangements)
- Evaluating the effectiveness of our SEND provision

Where the academy needs additional support or expertise to meet the needs of a pupil with SEND, it may be necessary to call upon support from external agencies for example; the Local Authority, Occupational Therapy, CAMHs, Speech and Language Therapy and Educational Psychologists. Our approach in such situations is to ensure that the parents are fully informed, have given their views on the situation and have given consent before contacting other professionals. We try to, where possible, organise a meeting with the parents and the professionals involved to ensure all views are heard.

Consulting with Children, Young People and their Parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action / Event	Who's involved	Frequency
PLPs sent out.	SENCO, Inclusion team, Parents	Once a term
Weekly meeting if necessary for children with an EHCP	SENCO, a member of the inclusion team	Once a week
Invitation to meetings with outside agencies.	SENCO, Inclusion team member, class teacher	Where Necessary
Team around the child meeting / annual review	Anyone involved with the child's education / well being	Once a year for an EHCP review or when applying for an EHCP.

There are external support services available for parents of children with SEND. The contact details for these services are set out below:

The Information, Advice and Support service Manchester (IAS)
0161 209 8356 (weekdays from 10am - 3pm)

Staff Contact and Development

The SEND provision within our academy is co-ordinated by the SENCO and the Deputy Head for Inclusion. Our SENCO is Leila Noble who can be contacted at the academy by email l.noble@mca.manchester.sch.uk

We are committed to developing the ongoing expertise of our staff. We have current expertise in our academy:

Initials of person	Area of expertise	Level
KT	Speech and Language	TA
SC	Speech and Language	SALT
DF	Autism	TA
AH	Sensory	TA
GM, BR	SEMH	TA
SW	SEMH	Teacher
NJ	C&L/SEMH	Teacher

Our Communication TA has undertaken ELKLAN training. This is a specialist Speech and Language course which enables Level 3 and above TAs to complete specific speech interventions

Deployment of Resources

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

We have a large team of Teaching Assistants throughout the academy. Each class has a Teaching Assistant based in their class to support the needs in the classroom. We also have an inclusion team which comprises of 4 TAs, 2 mentors/tutors and 2 teachers. The Inclusion team deliver more specialist interventions throughout the school.

Some children with an EHCP require 1:1 support to navigate their day, therefore we have some TA's who work on a 1:1 basis. However, we feel that it is beneficial for children to work with different adults, so for the majority, they are integrated to their classes with TA support where necessary in small groups. We monitor this closely to ensure that all children receive the level of support they require.

Children with SEN or disabilities may, from time to time, require access to different equipment or facilities. We aim to support these needs following an evidence based approach utilising internal and external resources. We have an accessible changing bed and hoist. If any child requires the use of this, 2 members of the support staff team work together to ensure safety and compliance with the academy's intimate care policy.

Academy Partnerships and Transitions

The Academy works with a number of external partners including: Lancasterian Outreach Service, CAMHs, Early help, One education, Rhodney House and Camberwell Park. Extending our academy approach, we commission services by using an outcomes-based approach. We believe this has benefited our children/young people and their families in the following ways:

- Specialist advice and support where necessary.
- Support for Statutory Assessment if needed.
- Ensuring that all children have the support they require.

The Academy works closely with the local authority which retains a strategic role across its area to support SEND provision. Details of that support are set out in the local authority's local offer which can be found at <https://hsm.manchester.gov.uk/kb5/manchester/directory/directory.page?directorychannel=1-7>

Complaints

Our complaints procedure is <https://www.mcpacademy.co.uk/policies>. Please note that appeals and complaints about decisions taken by the local authority should be made to that body. The academy's complaints procedure cannot be accessed to resolve such complaints.

Complaints regarding a child with SEND's support and provision, should be directed to the academy's SENDCo in the first instance, as per the complaints policy. Support will be provided for any Parent/Carer making a complaint who themselves have Special Educational Needs and/or a disability. Additional support can also be accessed via www.sen-help.org.uk

Challenges This Year

Last year we had several successful applications for statutory assessment, where children received EHCPs. However, challenges for our academy have included an increase in the number of children who require a significant level of support to be able to successfully complete a day in academy. These children are towards the end of the graduated approach and we have more applications going through for Educational, Health Care Plans.

COVID-19 has meant that we have had to be creative in supporting the children with EHCPs/SEND this year. During lock-down, all children with EHCPs were called weekly, classwork was differentiated and added to ClassDojo, speech and language packs were sent home as well as any other specific resources that were needed. Door step visits were provided for children/families who required specific support.

During this academic year, COVID-19 is still having an impact on how we support our children. Children are working in bubbles. Inclusion team members are assigned to a bubble and therefore support should be accessible for all of our SEND children. As the situation changes regularly, we will continue to support our SEND children in the safest way possible.

Further Development

Our strategic plans for developing and enhancing SEN provision in our academy next year include; the development of progress for the children with SEND and the increase of the work of our therapy dog.

The Inclusion Team, class teacher, classroom TAs and SENCO will ensure that the children with SEND, will make the necessary progress. Each child will have at least 1 IEP target relevant to progress in core subjects. They may inform inventions for other TAs or teachers to complete or flag up any issues.

Last year our school dog had a positive impact on some of our children with emotional and behavioural needs. The dog has a significant calming effect when children are upset or distressed. They have had the opportunity to sit, stroke and talk to the dog. This also supports children with sensory needs. Over the coming year, we are increasing the work of the therapy dog. She will be spending time in classes with children to ensure that all children have the opportunity to work with her. Research suggests that dogs in academy help to reduce anxiety and depression whilst also giving children something to look forward to when coming in, therefore increasing attendance. For some of our children become overwhelmed, having a dog in class will help to focus them and keep them there. Dogs can also help with teaching children to read out loud. They feel confident as the dog is non-judgemental.

This year, we will be focusing on accessibility and inclusivity for our children with SEND during PE and sports activities. We will continue to follow support and guidance from local outreach services.

Relevant academy policies underpinning this SEN Information Report include:

- SEND Policy
- Behaviour Policy
- Safeguarding Policy
- Intimate Care Policy

Legislation and Guidance taken into account when compiling this report include:

- Children & Families Act 2014
- SEND Regulations 2014
- Equality Act 2010
- Mental Capacity Act 2005
- SEND Code of Practice 2015

Data presented to/approved by Governing Body:

09/14/20

Date of Next Review:

SEPTEMBER 2021