



School Name Manchester Creative and Media Academy

Special Educational Needs and/or Disabilities (SEND) Information Report

Date: 18/5/16

1. What kinds of special educational needs do we provide for in our school?

At Manchester Creative and Media academy we will make provision for students with the following 4 kinds of need:

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

We have a number of pupils within the Academy that have been placed on the SEND register.

We have a number of students within the academy that are ambulant pupils who we help support with the day to day logistics of moving around the building.

We have a number of Autistic pupils who are supported with their communication and interaction with other pupils and adults.

We help to diagnose and support pupils with cognitive and learning difficulties ensuring they have the correct support, these pupils have a specific learning difficulty for example dyslexia, dyspraxia, poor working memory, recall and retention of information.

We have a number of pupils who have made progress this year and have moved off the SEND register as they no longer require the support and have made good progress within the academy.



2. How do we know if your child needs extra help?

To identify students with Special Educational Needs or Disability (SEND), Manchester Creative and Media Academy will liaise with primary schools during the transition to the Academy.

During the transition period from year 6 to high school we will work closely with the primary schools to ensure that the correct information about your child is passed onto the academy. This will be done by visiting the school and meeting with the year 6 teacher and SENCO, we will also meet the pupils who are on the SEND register. If it is felt that it is appropriate and will be beneficial we will hold extra transition afternoons for pupils who may find the transition period difficult ensuring that they are well supported throughout the process.

Within the Academy we will identify students who may have SEND using a range of evidence collected through normal school assessment and monitoring arrangements: if these assessments indicate that the learner is not making the expected progress, a referral can be made to the SEND department.

A member of the SEND staff will consult with the student, parents and teachers. Evidence from these consultations and/or standardised assessments will help us to decide if additional and/or different provision is necessary.

We have had a number of pupils since January who have been referred to the SEND department for a variety of different things.

Examples of this are:

Exam access arrangements

Diagnosis of Dyslexia/Dyspraxia

Referral to CAMHS

ASSESSMENT REFERRAL FORM

Name: _____

FORM: _____

Current SEN Status: None/ K/S/E

EAL: Yes/No

Outline of Specific Concern:

Strategies and Interventions tried so far:

Anticipated outcome of referral	Reason
In class support (time limited)	
1-1 individual Support	
Resources/differentiation	
Social and Emotional Support	
Re-assessment of need	
Literacy Intervention	
Numeracy Intervention	
Advice and Guidance	

Other information:

Date of Referral _____

Person Referring _____

HOD signature _____

Signed _____

3. Who you speak to at the academy if you think your child might have special educational needs

If you have concerns regarding your child's special educational needs your first point of call will be the SENDco Mrs Norbury, she is available Via telephone (0161 6811592) or email snorbury@mcmacademy.com, you can also make an appointment to speak in person.

If you would like to speak to the Key staff who are involved in the day to day support of your child you would need to make an appointment where both the SENDco and supporting staff are available.

All information can be found on the Academy website within the SEND policy.

4. How we consult with young people with special educational needs and involve them in their education

Regular opportunities are planned to ensure that parents and young people with SEND can express their needs, wishes and goals. This done through the pupil centred review meeting.

Both parents and pupils are asked to fill out a questionnaire before the meeting based around their likes, dislikes and aspirations for the future. This links to the targets that are set for the term and determines the type of provision needed for that term. Both pupils and parents are informed via letter regarding interventions, this is an open line of communication and we respect and value the opinions of parents.

Views of the Child/Young Person

All About Me

Things I am good at (strengths)	Things I find difficult
Things I like	Things I dislike
How best to support me	Who is important to me and how they help me

My aspirations/hopes: what I would like for my future (work, life and community).

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How I communicate and make decisions
(Please attach a communications plan/passport as an appendix if you prefer)

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Written by:		Date:	
If not written by the child/young Person, please state your role or relationship to them.			
Please provide details of the support provided to the child/young person to complete this form:			
Is the information recorded in the child/young persons own words?	Yes	No	

Views of the Parent/Carer

Parent/Carer Views About my child

Child's Name:		Child's D.O.B	
Things my child is good at (strengths)		Things my child finds difficult	
Things my child likes		Things my child dislikes	

How best to support my child	
A summary of our family history - that we think is relevant and would like to share	
My aspirations for my child	
How my child communicates and makes decisions	
Please indicate your preference of educational setting/nursery/school /college:	

(Please continue on another sheet if needed)

Form Completed By:		Date:	
Relationship to Child/Young Person:			
If you assisted the parent/carer to complete this form please provide details of support provided (e.g. scribed for parents):			



Intervention

Name of Child:

Year Group.

Dear Parent/Carer

Your Son/Daughter has been chosen to take part in a 6 week literacy intervention. This will focus on boosting their reading age and comprehension skills.

This will take place twice weekly for the next 6 weeks, we will inform you of the progress that your son/daughter has made during the intervention.

If you have any concerns then please contact Mrs Norbury (SENCo) to discuss this further.

Kind regards

S.Norbury

SENCo

Parents have recently been sent a survey regarding the SEND provision within the academy and we are currently awaiting the results of this.

SEND Department Newsletter

Future SEN Coffee Afternoons



Next year we would like you to have the opportunity to suggest a topic that you would like to find out more about. I will be seeking the advice of local SEN professionals and hope that some will join us at our SEN coffee afternoons.

Please tick any of the topics you would be interested in finding out about and then fill in your top 3 choices

1. Dyslexia and literacy support strategies
2. Social barriers to learning
3. Speech and Language difficulties
4. Sensory difficulties/Gross and Fine Motor Skills
5. Provision for pupils with Special Needs
6. Transition for pupils with Special Needs
7. The Statement process and Annual Reviews
8. External Agencies and how they run
9. Dyscalculia – signs and strategies
10. Tracking progress for pupils with SEN
11. IEP's and planning for children with SEN

Please prioritise your choices;

<u>Choice 1</u>	
<u>Choice 2</u>	
<u>Choice 3</u>	

Please let us know if you have any other ideas or suggestions.

Parent Voice Questionnaire

The SEN department would really appreciate your views on SEND at Manchester Creative and Media Academy. Please could you fill out the questionnaire below as we are always trying to improve parent partnership and SEND practices.

<u>Question</u>	<u>Strongly Agree</u>	<u>Agree</u>	<u>Not Sure</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>Comment</u>
I am aware of how the school provides for SEND groups.						
Members of the SEND team are approachable and friendly.						
I am aware of the procedures of outside agencies for SEND.						



Issues raised about SEND or my child's needs are dealt with efficiently						
I am informed about when outside agencies are visiting my child and receive up to date reports.						
Opportunities are planned to discuss the individual needs of my child with the appropriate members of staff.						
ALP's give a clear idea of how I can support my child at home.						
Targets and strategies on ALP's are appropriate to my child's needs.						
Homework set for my child is appropriate to their needs.						
I am informed about the interventions my child is accessing.						
I receive feedback of how well my child has progressed with intervention and in class.						
My child is included in all extra-curricular						

activities and visits and strategies are put into place for them to succeed in these areas.						
My child feels safe and happy at school.						
My child feels they have someone to talk to if they need to.						
There is an inclusive ethos within the school and pupils understand each other's needs.						
The school's policy on SEND is clear and accessible to you as a parent.						
The website contains useful and essential information about SEND.						
There are opportunities for parents to give their views regarding SEND procedures by the school.						

Thank you for your honesty. The results of this questionnaire will be used to inform SEND targets for the Academy and to improve communication between parents, staff and pupils.

5. How we help you to support your children's learning

There is an open line of communication between the academy and parents, if we have concerns regarding a child before adding them to the SEND register we would first require a meeting with parents/Carers to discuss our concerns and the way forward. A child will only be added to the SEND register with parental knowledge and permission.

From time to time we may require paperwork to be completed by parents/Carers, the SENDco can offer help with completing these forms, however they would require notice and an appropriate and convenient meeting time would be made available.

If you require any information regarding SEND you can find advice and guidance from our SEND policy with links to the local offer from the Local education authority.

What is it?

The [Local Offer](#) is published as part of the special educational needs and disability (SEND) reforms included in the Government's Children and Families Bill (2013). It will:

- give you information about education, health and care services
- give you information about leisure activities and support groups
- hold all the information in one place
- be clear, comprehensive and accessible
- make service provision more responsive to local needs
- be developed and reviewed with service providers and service users.

The Local Offer is for:

- children and young people with SEN and/or disabilities (SEND) from 0-25 years
- their parents and carers
- practitioners and professionals

How will it help me?

It will help you:

- find out what you need to know easily
- find information when you need it and to be less dependent on other people to do this for you

- find the nearest and most suitable services
- to ask the right questions
- to provide feedback about what is needed, raise concerns or make a complaint

What makes it different?

The Local Offer is more than a directory. It brings everything into one place and has been developed with parents/carers children and young people. It will help you identify the right services for you by giving clear information about who can access services (eligibility criteria) and how to access services.

It gives information about how you can find further help if you need it.

6. How we know what progress your children are making and how we keep you and them informed

All pupils within the academy are monitored academically through a series of data collection and work scrutinies. During this time pupils with SEND are monitored and tracked by the SENDco and the progress is shared with parents during the termly review meetings and parents evening, these are scheduled into the academy calendar.

During this time progress towards previous targets are discussed and the provision that has been in place to meet these targets and new SMART targets (specific, Measurable, achievable, realistic and time bound) are set for forthcoming term.

Pupils with an Educational Health Care Plan will have an additional annual review, the LEA will be informed of when the meetings are taking place and will have the option to attend. All paperwork will then be circulated to all persons attending the meeting within two weeks of the review taking place. All completed review paperwork will be circulated to all who attended alongside the LEA within two weeks after the review. Any recommendations from that review will be followed up by the LEA.

We currently have 10 pupils with an EHCP all have successfully completed their annual reviews and recommendations have been monitored by the Local Education Authority.

7. How we have supported young people with SEND and adapted teaching to best support them

The SENDco works closely with the Teaching & Learning team to ensure that high quality teaching is available to all pupils with SEND. Teaching assistants and teachers work together to ensure that the individual needs of all pupils are met.



We have recently implemented a new strategy of entrance and exit slips which allows teachers to give clear outcomes for pupils who have support within their lessons to ensure they are making the required progress.

ENTRANCE TICKET

(To be completed by Class teacher)

Who am I supporting today?

I would like you to work with And

What is the topic?

The class are to write up their Evaluations of the previous Lesson.

What are the outcomes for this Pupil/Pupils

..... will be expected to focus on writing up his Evaluation without going over his words in bold, he has a writing frame to use with key vocabulary, he must start to use the key vocabulary correctly within the Evaluation, you may wish to discuss the key vocabulary with him to check his understanding.

..... will be expected to describe the work that he has undertaken, allow him to mind map what he did in the lesson before attempting to structure it using the writing frame.

EXIT TICKET

(To be complete by TA or Support)

Did they meet the desired Outcomes for that lesson?

..... was able to write up 2 paragraphs of his Evaluation, however he did go over the words and needed continual reminders about this. He responded well to the key vocabulary but only used the ones that he felt confident about.

..... was able to mind map the work that he did, however he needed a lot of guidance even when using the writing frame. He would benefit from having access to key vocabulary as he could describe the techniques but was unsure of what they were called.

If not, how can we adapt the task to allow the outcomes to be met?

Allow both pupils time in the lesson to plan out the task.

Key Vocabulary with clear definitions

Alternative ways of recording information

Any other concerns?

..... doesn't recall the information from the previous lesson, could you recap for him, possibly give him notes from the previous lesson?

The SENDco has been involved in both Lesson observations and work scrutinies.

Staff have been audited in their knowledge on SEND and this links to the training that is provided over the course of the academic year. This year we have focused on Moderate Learning Difficulties and Dyslexia as well as the one page profiles.

Regular CPD sessions are provided by Northridge which are well attended by staff.



Teaching Assistants and Higher Level Teaching Assistants have been working alongside One Education to train in the latest reading intervention Better Reading at Secondary (BR@S), which will be launched in September.

The academy has begun to build up links with a two specialists provision Northridge and Meadehill to help support some of our more complex SEN students and hope to continue to strengthen these within the next academic year.

8. How have decisions been made to adapt the curriculum or change the learning environment to best meet your children's needs?

Every year the curriculum goes through a review to ensure that the provision offered is inclusive for our SEND pupils and most vulnerable are pupils.

We are introducing a Vcert within the curriculum for most subjects from September to help our less academic and more practical students achieve their potential. Pupils are not discouraged from taking any subjects and option choices are made with both input from parents/guardians, pupils, SENDco and SLT link. This has been successful as parents have felt more informed and included in their child's choices regarding the curriculum.

During this year we have seen a bigger increase in our Year 7-11 SEND students receiving special exam arrangements. Pupils on the SEND register have been assessed internally and based on area of need they have been given special arrangements within their exams. This could include additional time to complete exams or a reader or scribe provided.

We have also seen an increase in pupils using laptops/Notebooks as a different way to record their work, this helps those pupils who have difficulties with gross/fine motor skills to allow them more independence.

Pupils at the end of year 9 are assessed by our Specific learning difficulties and Dyslexia specialist (SPLD) and if necessary the SENCO will then apply for this special arrangement to the exam board.

During the exam period our SEND pupils have access to a smaller room and separate room if they need a scribe. Teaching Assistants are utilised as internal invigilators to eliminate some of the stresses caused by exams, we also use regular and familiar external invigilators to ensure that pupils who need routine feel comfortable.



9. How are staff in the academy supported to work with young people with special educational needs and what training do they receive?

During this year we have successfully run many training sessions around SEND, this is ongoing training and is based on the staff Audit that is completed at the end of each academic year. For example, training sessions to raise awareness of Dyslexia and Moderate Learning Difficulties (MLD) were run to give staff more strategies within the classroom. This was then monitored through the lesson observations to measure the impact of this training.

The SENCO runs training sessions around differentiation and the use of the additional adult in the room for all new staff, NQT's and trainee staff.

We pride ourselves on in house training and ensuring that the teaching staff and TA's work closely together during training sessions to support each other in achieving the very best for our pupils.

All Teaching assistants have been given the opportunity to train in the latest reading intervention and regular monitoring of this will commence in September, with support from the training agency.

We have a number of teaching assistants who are trained in moving and handling and personal care for our more complex students.

10. When we have needed expert advice and support how have we secured that and what services have they provided?

We have access to and use a number of outside agencies within the academy to help support our SEND pupils.

We have support from an Art therapist within the academy who works with some of our more challenging SEMH students.

We have an SPLD specialist who assess pupils who have been referred to the SENCO via the teaching staff. They will then make recommendations on how staff can best support particular student's literacy needs as well as exams access arrangements.

We have commissioned a significant amount of educational psychologist time during this academic year, to which we have used this to complete Assess, Plan, Do Review (APDR) cycles for our more complex students who may need an EHCP. We have secured even more EP time for the next academic year as this is something that we feel passionate about. We have also had a number of students with Autistic Spectrum Disorder (ASD) who have worked with Trainee educational psychologists on specific programmes surrounding their social communication difficulties.



The SENDco works closely with the school nurse making referrals regarding students with issues relating to SEND making sure our most vulnerable are supported, the school nurse will then refer to Speech and Language Team (SALT), Occupational Therapist (OT) and makes contact with parents giving advice and guidance. The School nurse completes regular health checks on our more complex SEND pupils.

We have developed relationships with local specialist provisions seeking advice and guidance from their staff regarding our more complex students. They have delivered training to our staff working closely with them to benefit our students.

We are working on developing stronger communications with the Manchester Children and Mental Health Service (CAMHS) team.

11. How we check how well we are doing in meeting the needs of students with SEND

We regular monitor the provision of our SEND students via data checks for academic progress and judge against national standards using data collected from SISRA and Raiseonline.

This data is then used to provide the correct provision for our SEND students to ensure we are making the relevant progress to begin to close the gap.

We regularly monitor pupils through Lesson observations and work scrutinies to ensure that all pupils are receiving high quality teaching. Lesson observations are completed every term, with work scrutinies every half term, the SENCO has been heavily involved in this.

Access to learning plans are being developed to include more crisp learning outcomes, to ensure all staff are able to work on termly targets for all our SEND students.

Interventions run by teaching assistants are monitored regularly via learning walks and observations, this is done with an SLT link to QA this process.

We monitor interventions and measure the impact using the provision Map, we use data from this to ensure that we are providing the right provision for each child.

Student Name	
Intervention Type	

What have you enjoyed about your intervention Sessions?

What have you found difficult in your sessions?

Was your session well planned, was the member of staff prepared for your session?

What can you do now that you couldn't do before?

How could we make the intervention better?

From the feedback received from pupils, All pupils felt that they had learnt something new that they could use within their lessons. All pupils felt that the sessions were well planned and helped them to make progress.

12. How we ensure that your children are included in activities outside the classroom, including physical activities and academy trips

All our SEND pupils are given the opportunity to attend after school provision and trips.

We have an extensive extra curricular program which is inclusive to all pupils.

All staff are required to complete a relevant risk assessment before any trip takes place, if a pupil with SEND wants to attend the trip, discussions with the class teacher/trip leader and SENCO will commence and a thorough and detailed assessment of need will take place including costing and staffing.

During this academic year some of SEND pupils have enjoyed the experience of going on trips to the theatre, London, Ghyll head and Museums a number of our SEND pupils are taking part in the end of year trip to Alton towers.

Our SEND pupils have said that they feel included in all extra curricular activities and school trips and feel well supported when they are on the trips as they will be supported by one of the trained Teaching Assistants.

13. How we provide for your children's overall wellbeing

Our student's wellbeing is extremely important to us and we ensure this is something that is monitored carefully.

We currently complete student voice based around student's emotional wellbeing and how confident they are within the academy. We currently use the YOU SAID, WE LISTENED proforma which allows students more ownership of their own wellbeing.

All medication is stored with one designated person who completes all medical care plans. Medical care plans would usually be drawn up with the SENCO, HOY, Health care administrator, parents and pupil. All will be aware of the relevant procedures



that will be followed. Pupils will be given a relevant pass to have access to their medication.

If there was a medical emergency within school we would follow the academies first aid procedures, on return to school we would conduct a full risk assessment ensuring all relevant staff are kept up to date with any changes. It is vitally important that we have the correct contact details for you should there be a medical emergency. Please ensure you keep us up to date with any changes.

We have a number of first aiders who are readily available at all times during the academic day. We also have a number of specialist trained staff to deal with severe allergic reactions, the use of the defibrillator, moving and handling of pupils, Physiotherapy to ensure that pupils needs are met.

If a pupil arrives at the academy and we do not feel we have the necessary training, we will seek advice and guidance from the relevant professionals and arrange the relevant training for the appropriate named staff.

14. How accessible is our school both indoors and outdoors for young people with special educational needs and/or disabilities (our accessibility plan/policy)?

The academy is a large building with 3 different floors, all students are required to move around the building however if a student has mobility difficulties we will ensure the necessary provisions are put in to place.

When a pupil arrives at the academy there is adequate disabled parking which is situated directly in front of the academy which makes it easy accessible.

Our ambulant pupils have a meet and greet every morning, where they are met by two TA's and escorted into the academy.

If a pupil is independent however they cannot use the stairs they will be provided with a lift key.

If a pupil is ambulant or has complex disabilities and they find it difficult to negotiate the doors they will be provided with a buddy or member of staff to help them negotiate themselves around the building. The academy works with students and IDS (independence development service) to promote independence in pupils with disabilities therefore we will work closely with Occupational therapists, Physiotherapists and Lancasterian to ensure all pupils are able to remain inclusive.

The academy has a hygiene suite which is used for physiotherapy sessions and personal care, which is fully equipped with hoist and a number of disabled toilets situated around the academy.

All classrooms have a rise and fall table to ensure that all pupils can access the full curriculum.



During this academic year we have introduced Visual timetables to some of our SEND pupils whose main area of need is cognitive and learning this has been well received by the pupils who have felt more confident.

15. What are our admission arrangements for young people who are disabled and how do we prepare and support your children when joining the school and moving on from the school?

If you wish to apply for a place at the academy and your child has special educational needs you need to apply via the normal admission procedures. If your child is offered a place at the Academy the SENDco will begin to gather information from previous schools, we will require pupils to sit an admission test to provide an up to date literacy and numeracy level.

During the transition period we will make visits to primary schools to ensure that we have all relevant information and to highlight any vulnerable pupils who would benefit from extra transition periods.

Support for in term admissions will depend on the individual needs and the SEND department and HOY will work closely to ensure pupils are settled into the academy and feel supported.

We work closely with the Pastoral team within year 11 to ensure that all pupils receive the best career advice and guidance and this forms part of an annual review for our pupils from Year 9 onwards.

Pupils have had the opportunity to take part in mock interviews, Key103's job, careers fair to ensure that they are given the best advice and guidance, the SEND department also offers help with completing applications and personal statements.

Year 11 SEND pupils are given the opportunity to visit colleges and the SENDco and SEND department will support with this. We work closely with the colleges to ensure a smooth transition from the academy to college.

16. Where can you find the academy's SEND policy and who can you contact for further information?

If you wish to view the SEND policy you will find it on the academy website and you should contact Mrs Norbury (SENDco) for any further information.

17. What are our arrangements for handling complaints from parents of children with SEND about our provision?



If you are not satisfied with the current SEND provision you must see the Academy's complaints policy, however you may first want to speak to the SENDco Mrs Norbury or the SLT link Mrs Gater.