



Manchester Creative and Media Academy

Special Educational Needs and Disability (SEND) Policy



At Manchester creative and Media Academy we are committed to providing a high quality education for all of our students, including those with special educational needs and / or disabilities.

Our objectives are:

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice 2014
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEND Policy
- To provide support and advice for all staff working with special educational needs pupils
- To provide support and advice for parents and families of children with special educational needs.

The SEND Code of Practice (2014) says a child has a learning difficulty if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

The Special Educational Needs and Disability Policy is part of the Academy's Inclusion Policy and should be viewed in conjunction with other Academy policies, in particular the policies for Teaching and Learning and Behaviour for Learning policy. This policy has been updated in response to the Students and Families Act 2014 and the SEND Code of Practice 0-25 (2014) and has due regard to legislation, including, Health and Social Care Act 2012, Equality Act 2010 and the Mental Capacity Act 2005.

Special Educational Provision means:

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.



- The Academy recognises that there is a continuum of special educational needs which should be reflected in a continuum of provision and that good practice in special needs goes to the very core of excellent learning and teaching.
- Only in a small minority of cases will a child have special educational needs of a severity or complexity, which require an Education Health and Care Plan.
- The 1996 Education Act (Section 32) says: 'A child is not to be taken as having a learning difficulty solely because the language (or form of language) in which he is or will be taught is different from a language (or form of language) which has at any time been spoken in his/her home.'
- Neither does the exceptionally able or gifted child fall into the remit of special educational needs. The Academy recognises that these young people have their own needs which are addressed separately. We also recognise that children and young people may have special educational needs in some areas of their learning and be identified as gifted and talented in others.

Appendix 1 and 2 provide further details of the classification and types of SEND.

The Academy's SEND Information Report also contains further details of SEND provision.

Scope of the Policy

- This policy applies to all young people in the Academy who have additional or special educational needs. The policy applies equally to all students and their families whatever their gender, ethnic origin, home language, religion, disability, or social circumstances.
- This policy also has implications for all our partners in the SEND process, e.g. partner Academy's, governing bodies, parents/ carers and statutory voluntary agencies.

Responsibilities

- The Governing Body: will ensure the Governing Body will use its best endeavours to ensure high quality education and support for all. There is a nominated Governor with specific responsibility for SEND.



- The Special Education Needs Coordinator (SENCo): The Academy recognises that all staff will potentially work with young people with SEND and that all teachers are teachers of those with special needs. The work is led by a Special Education Needs Coordinator who will work closely with the nominated Governor and staff. The role of the SENCo within the Academy is to be responsible for:
 - The day to day operation of the Academy's SEND policy.
 - Liaising with and advising Academy staff, giving clear guidelines for procedure when needs are identified.
 - Coordinating provision for students with SEND.
- Maintaining the Academy's SEND register and overseeing records of all young people with SEND.
- Liaising with parents/carers of young people with SEND.
- Contributing to in-service training and professional development of staff.
- Liaising with external agencies including Northridge Outreach Team, Lancasterian Outreach Team and other SEND support services, CAMHS, health and social services and voluntary bodies.
- Liaising with SENCo's from other Academies and schools, to ensure effective use of resources and the development and dissemination of good practice.
- Managing a range of resources, human and material, including individual and group education plans linked to young people with special educational needs.
- Providing support and advice to colleagues.
- Monitoring and evaluating the special needs provision and reporting to the Governing Body on the progress of students with SEND.

Vice Principal Teaching and Learning including inclusion: The SENCO works directly with the Vice principal to monitor the SEND provision and reporting to the Principal.

The Principal: The Principal has the responsibility for the overall management of all aspects of the Academy's work including provision for young people with special educational needs. She will keep the Governing Body fully informed.

Philosophy

The key values and beliefs that underpin the Academy's SEND policy are:

- Equal value and respect for all.
- Equal opportunity for all.
- Recognition of individual differences with special regard for young people with special educational needs.
- The development of skills for life through the provision of appropriate learning opportunities.
- A constant search for improvement in the quality of service provided.



- Commitment to both the spirit and statutory requirements of legislation, including partnership between students, parents/carers and professionals.

Promoting Inclusive Education:

The Academy believes that Inclusive Education is a human right, is good education and makes good social sense. It is recognised that inclusion is a process requiring collaborative input from parents/ carers, partner schools and academies, support services, other agencies and the broader community.

Partnership with Parents/Carers: The best results are achieved where the Academy and its parents/carers work in. In working towards this principle the Academy will:

- Assist parents/carers in their understanding of special educational needs procedures, Academy based provision, other support available for their child and additional sources of help and information, for example, voluntary organisations and childcare information services.
- Provide opportunities for mediation and discussion where necessary.
- Meet parental/carer preference for an Academy place subject to the requirement that the individual child's special educational needs can be met; that the education of other young people will not be adversely affected and that resources are efficiently used.
- Ensure that assessment and review processes seek and take account of the parents/carers and child's views wherever possible.
- Provide clear and informative written advice for parents/carers about all aspects of the Code of Practice on the identification and assessment of young people with special educational needs and the range of different disabilities.
- Provide clear written descriptions of the support services available for young people with special educational needs within the Academy and the local area.
- Provide information in a variety of formats about the range of voluntary and statutory agencies which may be able to assist parents/carers of young people with special educational needs.
- Value families as the prime educators of their children.
- Recognise that families have valuable knowledge of their child, which service providers should encourage them to share.
- Encourage families to be actively involved in relevant training/planning appropriate to their child's needs.
- Promote mutual respect as the basis for communication between the Academy and families. This should include sensitivity to family's needs, desires and understanding.
- Develop and promote open, honest and effective means of communication about



the needs of young people who have SEND/disabilities.

- Deliver information in an appropriate and accessible form.

Promoting High Expectations: The Academy will set high standards for young people with special educational needs with an expectation that they will achieve their full potential. In working towards this principle, the Academy will ensure that:

- Every student experiencing special educational needs will have the barriers to achieving their potential identified and removed.
- Literacy and numeracy strategies and relevant targets will be applied equally to all young people including those with special educational needs.
- Young people with SEND have equal access to extra-curricular and extended activities.
- The use of assessments and the value added data will provide effective measures of the performance of young people with special educational needs.
- All young people should develop high esteem. Through this it is anticipated that young people will contribute to the setting, assessment and review of personal goals.

Equality of Opportunity: Young people with SEND are entitled to equality of opportunity in all aspects of educational provision and access to a broad and balanced curriculum, including the National Curriculum. In working towards this principle the Academy will ensure that:

- All young people are valued equally.
- Special educational needs will not be considered a barrier in achieving a place at the Academy.
- The building will be DDA compliant.
- All young people will be expected to make progress regardless of gender, disability, race, faith and culture.
- All young people have access to a relevant, broad and balanced curriculum including the National Curriculum. The main aim of additional and specialist resources is to enable young people to access this curriculum.
- Additional resources will be allocated to those young people with the greatest need. This will be achieved through adherence to the Code of Practice and to the staged approach to identification and assessment of special educational need.



Sharing Responsibility

The Academy recognises that parents/carers are their child's first educators. Meeting young people's special educational needs is a shared responsibility. Working towards this principle the Academy will share responsibility with a range of other partners and agencies.

- The Academy believes that the interests of the young people can best be served by viewing identified difficulties as a whole. Procedures will recognise the importance of sharing information and collaboratively devising support programmes for young people with special educational needs. This is especially important at those periods of a child's educational life where transition from one phase of life or education is involved.

Continuum of High Quality Provision. In working towards this principle the Academy will:

- In accordance with the Code of Practice and Disability Discrimination Act ensure that a young person's special educational needs will be met alongside his or her peers and within his or her own community.
- Ensure that a continuum of provision is available to meet a continuum of need.
- Actively use systems to secure collaborative working between the Academy and special schools and between the Academy and local/national support services.
- Keep under regular review Special Educational Provision to ensure there is consistency between policies within the Academy.
- Work with the Special Educational Needs support services to improve the quality of provision.

There are four distinctive ways in which we as an academy are dedicated to supporting pupils with SEND.

- Early identification
- High quality teaching
- High impact intervention
- Review and response

Early Identification

Universal Screening

We ensure that every child in Year 7 is screened at the start of the school year and that every child joining Manchester Creative and Media Academy after this point is screened on entry.



In Year 7 every child is assessed to determine their reading age, spelling age and a currently working level for numeracy. Children who this highlights as being below expected level or who are already on the SEN register from KS2 will then be tested to provide full diagnostic feedback on their needs to their teachers. This may include dyslexia screening, and literacy or maths profiles. For students who display early signs of high level challenging behaviour, anxiety or withdrawal the Boxall profile testing will be used.

Children who are behind the expected levels in English and mathematics are not automatically designated as having Special Educational Needs but are provided with the teaching they need to make the progress required. It is only after a persistent problem that requires additional support has been identified that a child may be said to have SEN.

On-going identification

Our academy is a data rich environment and the half termly data collection for all subjects is used to monitor the academic progress of every child and highlight both emerging issues and the impact of any intervention. The weekly review of behaviour data highlights where students are displaying behavioural problems.

High quality Teaching

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

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

We prioritise this training and have designed specific sessions for every teacher including those on the NQT and ITT programme. Our SLT Link for Inclusion provides bespoke whole school training to ensure that all teachers are able to meet the needs of the children in their classes. This includes, techniques for meeting the needs of dyslexic and children with Moderate Learning Difficulties, de-escalating challenging behaviour and creating communication friendly classrooms.

HIGH IMPACT INTERVENTION

We support the use of specific high impact interventions and teaching techniques that have proven impact in addressing the most common needs our students present.



When a problem is highlighted the academy identifies, implements and reviews the most appropriate intervention for each individual student. These range from adapted teaching techniques in the mainstream classroom to specific interventions to support students with particular learning needs. We train school staff in a number of interventions that have been proven to have the most significant impact in addressing commonly encountered Special Educational Needs.

REVIEW AND RESPONSE

Meeting the needs of children with SEND is a whole academy responsibility; accountability at every level ensures we reduce the number of children on our SEN register and who are excluded from the academy.

Support for all students is coordinated through the academy inclusion map. If a student receives additional support from school staff or external agencies then this is measured and reviewed using the following cycle:

- a) Baseline assessment (Assess)
- b) Target setting (Plan)
- c) Targeted support (Do)
- d) Review and evaluation (Review)

The class teacher is responsible for the progress of each child in their class and reviewing the impact of any intervention. Where progress and/or behaviour remain a significant cause for concern, despite targeted teaching and support, heads of department in consultation with the SENCo will determine whether to refer the student for specialist assessment. Where such an assessment confirms that the student has a learning difficulty which requires special educational provision, the SENCO places the student on the SEND register at SEN Support.

School leadership teams review the progress of all students every six weeks and make appropriate responses to this data.

EQUALITY IMPACT STATEMENT

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010). This will include, but not necessarily be limited to: race; gender; sexual orientation; disability; ethnicity; religion; cultural beliefs and pregnancy/maternity. We will use an appropriate Equality Impact Assessment to monitor the impact of all our policies and the policy may be amended as a result of this assessment.



COMPLIANCE

- This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (date 2014) 3.65 and has been written with reference to the following guidance and documents:
- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 - 25 (2014)
- Schools SEND Information Report Regulations (2014) (see www.sendgateway.org.uk Hampshire's Illustrative Regulations as a guide for schools completing SEND Information Report)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012