

SEND Information Report

Take a look at our school SEND information Report in a quick 'at a glance' and easily readable format.

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

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

- Mrs N Owen (Special Educational Needs Coordinator)

Phone: 0161 230 8039. N.owen@temac.co.uk

- Mrs N Doran (Assistant Special Educational Needs Coordinator)

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

In addition to this you may discuss any concerns about your child's progress with their Pastoral Manager or Director of Progress who will refer him/her to the Inclusion Team if necessary

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

More information on Manchester's local offer can be found at: www.manchester.gov.uk/sendlocaloffer

If your child has a Statement of Special Educational Needs, this will be transferred to an Education and Health Care Plan by May 2018. We will give you more information at your child's Transfer Review. The new legislation focuses on outcomes for young people and engaging parents, families and carers. At the Annual Reviews and through the SEN Parent Forums we will be actively seeking your views to contribute to improving outcomes for your child.

If your child does not have a Statement or Education Health Care Plan we will meet with you as and when necessary and you will be able to see us at any of the drop-in sessions of Parent's Evenings.

Should you wish to discuss anything, please contact Mrs Owen, SENCO.

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

Academy Headteacher: Mr A. Benedict

Executive Headteacher: Ms P. Kane M.A.

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W: www.theeastmanchesteracademy.org.uk

The East Manchester Academy values all its students. The Academy firmly believes that each student should be given equality of opportunity to achieve their full potential – spiritually, academically and socially – by recognising the uniqueness of each individual and providing a rich and varied learning experience for all and focusing on achieving the best possible outcomes. Each student, regardless of their ability, is entitled to a broad and balanced curriculum offered which is relevant to their educational needs. The curriculum offered should give all students a sense of achievement and thereby help them develop.

We aim to ensure that:

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

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

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

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

4. What are the categories for SEND?

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

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

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

5. How will the school support my child?

All subject teachers are responsible for the outcomes of students in their lessons. They are responsible for making the curriculum accessible to all students and will receive ongoing training about additional learning requirements.

The SENCO will ensure that:

- All relevant information is distributed on students' needs so that teachers have a good understanding.

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- The Inclusion Team provide high quality training so that teachers are equipped in meeting those needs.
- Teachers and teaching assistants meet regularly to plan to meet a student's needs.
- The quality of teaching for students with SEND and provision across the school is efficiently managed.
- There is high quality support in place in classrooms.
- There are regular intervention sessions offered in the Inclusion Team Area during form time, lunchtimes and break times.
- Parents are kept informed of any changes to the provision that is in place for their child.

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

- Additional adult support in the classroom – there are 9 dedicated Teaching Assistants in the SEND department who support teachers in helping the learning of whole classes. Students with an Education and Health Care Plan (EHCP) or a Statement of SEND will receive this support according to their needs.
- Small group withdrawal sessions– when students comes out of some lessons for pre-arranged sessions with TAs or external agencies for example, handwriting, reading, numeracy skills, organisation skills and social skills.
- Intervention from external agencies – Educational Psychology/ Speech and Language Therapy/ Specific Learning Difficulty Teacher / Sensory Support Service.

6. Who will explain provision to me?

Any additional provision that is in place for your child will be explained by the SENCO or Assistant SENCO.

In the case of individual/small group interventions/assessments by the Educational Psychologist or Specific Learning Difficulty (SpLD) teacher, the SENCO or Assistant SENCO will write to parents/carers explaining the aims of the intervention. Letters, phone-calls or emails will be used to keep parents/carers updated on their child's outcomes and discuss support in more detail, if required.

Provision is also discussed at the termly SEND parent forums.

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

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

There is an SEN Link Governor – Elaine Morrison who regularly liaises with the Inclusion Team and other elements of Student Wellbeing, led by Deputy Headteacher Mr Sterry.

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

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

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

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

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

Planned arrangements for communicating between academy and home include:

- Every student has an academy planner which they should bring into the academy every day so that so that comments from parents/carers and teachers or tutors can be shared and responded to as needed.

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- Directors of Progress are available to meet with parents/carers and discuss outcomes and learning.
- If your child has an Education, Health and Care Plan (EHCP) or Statement of SEND, then there are legal requirements for at least one formal meeting each year (the Annual Review) organised by the SENCO or Assistant SENCO attended by parents/carers, teachers and outside agencies involved in your child's education.

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

Teachers, as part of their professional standards, monitor and review all students' outcomes throughout the year. The whole academy system at The East Manchester Academy includes:

- Regular data collection, from all teachers, showing the current level of attainment of all the students they teach. This means that teachers in each subject area can track the outcomes of students across the academic year and intervene if students experience difficulties.
- In-class additional support is reviewed half termly by the SEND Team. Adjustments to support are made if necessary. TAs and teachers work together on a day-to-day basis, planning and reviewing lessons.
- Teachers are observed by senior leaders and line managers as part of the academy's performance management system. TAs are also observed through learning walks by the SENCO and Assistant SENCO.
- The deployment of additional adults in the classroom and the outcomes of students with additional learning requirements are part of the Teacher Standards, against which the quality of teaching is measured.
- Mr Birrell, Deputy Headteacher, is responsible for whole academy data and tracking the academy's progress against national standards. This provides guidance for academic leaders when planning the curriculum and additional support for students.
- At the start of Year 7 students take the Cognitive Abilities Tests (CATs). Students are also tested on their reading. This allows us to identify when students may need further support, intervention, or additional assessment to detect any underlying difficulties.

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

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The East Manchester Academy operates a vertical tutoring system in Years 7 to 11, which means that students are placed with students from every year group for their tutor group. This encourages community cohesion, communication across age groups and opportunities for mentoring and leadership. This system also means that students are able to share their experiences and provide support for students experiencing the same changes and transitions that they have already faced. Form Tutors, Pastoral Managers and Directors of Progress are the main point of contact for parents/carers about their child's pastoral and social well-being.

We have a SpLD (Specific Learning Difficulties) teacher for a day a week. We also have counsellors on site throughout the week and a school nurse. We work closely with CAMHS. The SENCO liaises with other teams to arrange referrals to these agencies. Support is also available from the SEND Team for areas of emotional difficulties such as specified social skills; friendships and relationships; anger management; loss and change; self-organisation. Students who struggle with social situations are provided with a choice of quiet spaces to go during lunchtimes, break times and before the academy day, where they are supported by TAs to manage unstructured social time.

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

In a medical emergency, appropriate emergency procedures will be followed. All students who have severe allergies or other significant health/medical needs are flagged-up to all staff throughout the school year.

12. How does the school manage administration of medicines?

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

- All medicines must be given in person to First Aid by a parent/carer.

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

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

The SENCO (Nicola Owen) is a qualified teacher. She liaises with many specialist services and outside experts, to ensure provision for our students is appropriate and meets all needs. The academy works closely with any external agencies that are relevant to individual students' needs, including:

- Health – School Health Advisor, Child Adolescent and Mental Health Service (CAMHS), pediatricians, speech & language therapists, occupational therapists.
- Children, Families and Social Care – locality teams, social workers, family intervention teams.
- One Education for: Educational Psychology/SPLD.
- Sensory Support Service – Hearing and visual impairments.
- Specialist Partner Schools – Melland High School and The Grange School.

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

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

- The SENCO and Assistant SENCO have a wide range of experience and provide staff with training and updates.
- Staff are regularly trained on the needs of new students joining the school.
- SEN training forms part of the continuing professional development of all teachers and TAs and is organised in accordance with the needs of the students.
- The school works closely with other local schools and the Specialist Outreach Services to develop our own knowledge and expertise.

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- The EP and SpLD teacher and Visual Impairment team will be offering training sessions for staff across the school.

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

All students are entitled to be included in all parts of the academy curriculum and we aim for all students to be included on academy trips. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. This may include specialist advice from the SENCO where relevant. In the unlikely event that it is considered unsafe for a student to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in academy.

16. How accessible is the academy environment?

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

The site has disabled toilets on each floor.

There is one car park on site. The car park has parking bays for disabled badge holders, marked clearly in yellow paint.

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

Our goal is to make sure our new students feel like they belong at The East Manchester Academy before they officially arrive. Learning is most effective when students feel they belong and are comfortable in the school environment.

Key Stage 2-3 Transition (Year 6 to Year 7):

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- Through the school's transition programme, careful transition is planned and arranged. The SENCO, and Assistant SENCO and Transition Lead work closely with primary schools to organise activities, visits and experience of secondary life for those students who are especially vulnerable at transition.
- All students in Year 6 who have accepted a place at The East Manchester Academy for Year 7 are invited to intake days in July. These days provide a taste of academy life, involve experience of lessons, information about how the academy runs and provide an opportunity for students to meet their new classmates. Students with SEND are invited to have further transition days to ensure that they feel comfortable in their new environment.
- The SENCO, Assistant SENCO and/or Transition Lead visits primary schools to meet students, gather information from Year 6 teachers and support staff and to offer informal 'question and answer' sessions for parents/carers.
- Academy teachers are provided with information about all new students' needs and given strategies to support them.
- Students meet their Form Tutor, Pastoral Managers and Head of House on the first day in Year 7. Staff from the Inclusion Team are also present.
- Information from the primary school on any SEND is passed on to relevant staff, as necessary.
- During the first two weeks of the new school year, parents/carers of new Year 7 students receive a phone call from their child's Form Tutor to introduce themselves, share information and establish contact with the school.

Key Stage 3-4 Transition (Year 9 to Year 10):

- For Key Stage 4, students choose from a range of courses, which help to prepare them for the next steps in their education, be that college, apprenticeships or work. Students and parents/carers are offered advice and careers guidance at the appropriate time to help make these important decisions.
- Should your child have an EHC plan then a transition plan will be developed with Careers Advisor involved.

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

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

A student 'buddy' is chosen to support the new student for the first few days of being at The East Manchester Academy. The buddy takes the new student to lessons, introduces them to other students, answers questions and informs pastoral staff how well the new student is settling in to the academy.

Contact is always made with the previous school to ensure the transfer of information and the child's school file.

19. What happens if my child joins another school?

Contact is always made with the new school to ensure the transfer of information and the child's school file.

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

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

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

Our provision is arranged to meet our students' needs, within the resources available. This approach reflects the fact that different students require different levels of support in order to achieve age expected attainment. The SENCO and Assistant SENCO consult with staff and parents as well as with support staff, to discuss the student's needs and what support would be appropriate.

There are always on-going discussions with parents/carers for any student who requires additional support for their learning.

22. Who can I contact for further information?

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Please contact the main school number 0161 230 8039. Reception will put you in touch with Mrs Owen, SENCO or Mrs Doran, Assistant SENCO.

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

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

The curriculum offered should give all students a sense of achievement and thereby help them develop confidence and self-esteem. Every teacher is a teacher or every child or young person including those with SEN.

At The East Manchester Academy we believe:

- That all children have a right to a broad and balanced curriculum.
- That all teachers are responsible for meeting children's individual needs.
- That children with SEN and/or disabilities deserve an enhanced level of resourcing to meet their needs.
- In the inclusion of children with SEN and/or disabilities into mainstream where it is practicably possible to do so.
- In providing support and advice for families of children attending our school with SEN and disabilities.
- In fostering independence and the development of children's self-esteem.
- That each child should feel equally valued within the academy community and fully integrated in the life of the academy.
- That bilingualism is not a learning difficulty but some bilingual children may have learning difficulties.
- That good practice benefits all children, whatever their level of development.
- Those children with a disability have an equal right to a broad and balanced curriculum.
- Disability is not a learning difficulty, but some disabled children may have learning difficulties.

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