

Manorside Academy

Special Educational Needs and Disabilities (SEND) Information Report for Parents

Inclusion Team

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Manorside Academy is a mainstream Primary Academy for 4-11 year old pupils covering Reception, Key Stage 1 and Key Stage 2. There is also Little Ambers Nursery on site which is also part of Manorside Academy.

Children who are on the SEND register at Manorside Academy have Pupil Passports created and used by staff and then are shared with parents. These documents allow parents to understand how we support all young people with Special Educational Needs and Disabilities and ensure that they have the chance to reach their full potential. We also strive for them to be included fully within all aspects of the School community and to make successful key transitions throughout the school and on to secondary education.

The Pupil Passports are written in line with the SEND Code of Practice 2015 and use BCP's 'Graduated Response' document. The needs of students will be addressed irrespective of ability, physical fitness, social class or psychological condition. Manorside Academy will not label students nor use any organisational strategy which would disadvantage any particular group of students.

Manorside Academy is committed to working with school staff, students, parents and appropriate external agencies in the Assess, Plan, Do, Review cycle that is outlined in the SEND Code of Practice. An Inclusion Register, which details all SEND students, is maintained and reviewed regularly by the Inclusion Lead and it outlines any referrals or provision that is in place for each child.

Manorside Academy's SEND information report (Local Offer) identifies provision the school offers for SEND students and accessibility for disabled students.

Identifying Students with Difficulties

Inclusion Register

All students within the School who have identified SEND needs are on our Inclusion Register which is regularly updated and accessed by all staff within the School. The Inclusion Register identifies if students have a range of additional needs, this includes; students with learning difficulties (e.g. Dyslexia, Dyscalculia), Looked After Children (LAC), English as Additional Language (EAL), The Inclusion Register outlines how to support students with these difficulties through Quality First Teaching.

We are committed to early identification and monitoring of Special Educational Needs and Disabilities and adopt a graduated four-part cycle to meet the needs of our students in line with the SEND Code of Practice 2015: Assess, Plan, Do, Review.

Students identified as SEND are either:

Universal Plus – Where students are identified as requiring support/interventions additional to high quality teaching and differentiation.

Partnership Plus- This is where members of the Inclusion Team have made referrals to outside agencies to gain further advice or support.

Education, Health and Care Plans (EHCP) – The purpose of an EHCP is to make special educational provision to meet the Special Educational Needs of the student to secure the best possible outcomes for them across their education, health and social care and prepare them for their next steps in education. These are applied for using extensive evidence of the Assess, Plan, Do, Review cycle.

The 4 Areas of Need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical Needs

Ways to identify areas of need:

- Transition work and meetings with feeder schools
- Consultation with staff, parents and students
- Baselines assessments, Reading and Spelling assessments
- Liaison with Parents/Carers
- Teacher assessments
- Dyslexia Screening Tests (DST)
- Language Link assessment
- Classroom observations
- Assessments from outside agencies
- Educational Psychologist report

Assess -> Plan -> Do -> Review

Assess

If the learner is not making expected progress despite Quality First Teaching, the class teacher or other staff member will use the Graduated Response document or Manorside's SEND Guidebook and put in place strategies for 6 weeks and monitor the child's progress. If the concerns then persist, the member of staff then consults with their phase lead for further strategies which they put in place for a reasonable period of time.

If there is still no improvement, the member of staff fills in an SEND concern form, detailing the concerns and actions that have been taken so far.

Plan

The SEND concern is then added to the Inclusion Spread sheet by a member of the team and a decision is made on what next steps are needed e.g. referral to Outreach, classroom observation, DST. Based on a review of progress and the outcome of any assessments completed, a collaborative plan will be formulated in consultation with the student, parents, teachers under the leadership of the Inclusion Lead to establish an appropriate level of support for the student. This process involves collecting information from staff to establish levels of progress and barriers to learning in other subjects.

The Plan phase allows a specific support strategy to be agreed and enables targets to be set for re-view. A Pupil Passport will be composed with the Inclusion Lead in consultation with the students, parents/carers and other teachers when appropriate. The student will then be placed at the appropriate level on the Inclusion Register if additional interventions are needed and parents are informed of this.

Do

Quality First teaching for students with SEND will support the needs and progress in line with the strategies identified in the Pupil Passport, this is a core part of the School's teaching and learning standards. Lessons are planned to address potential areas of difficulty and to remove barriers to students' achievement. It is the responsibility of teachers to use the Pupil Passport and ensure they use the strategies and information to inform their planning and teaching. Identified interventions will be put in place by the teacher /Inclusion Team.

Staff are offered relevant opportunities for training in Special Educational Needs and Disabilities.

Review

Interventions and strategies will be reviewed termly by the teacher /Inclusion Lead and adapted where needed. Pupil Passports will be formally reviewed in Term 3 and 5. Evidence of progress will come from a range of areas including behavior logs and termly assessments which feed into half termly data. The existing provision will be reviewed in collaboration with the student, parents, teachers, Inclusion Lead and other professionals where appropriate.

If, despite significant intervention at Partnership Plus level, then an Education Health and Care Plan can be considered for the child. This needs to be agreed upon first with the parent/carer.

Quality First Teaching — In Class Support

High quality teaching that is differentiated and personalised and will meet the individual needs of the majority of students. The quality of teaching for students and the progress made by students, is a core part of the School's teaching and learning standards.

High quality teaching including differentiating and adjustments for individual students is the first step in responding to students who have or may have SEND. Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from TA's (Teaching Assistants) or additional interventions.

When planning, teachers will set high expectations and provide opportunities for all students to achieve.

Teachers will take account of student additional requirements and make provision, where necessary, to support individuals.

Where needed additional support may be provided in class by TA's (Teaching Assistants).

Teachers will use strategies identified on the Pupil Passports to help with differentiation and teaching

Training:

All teachers in the school are highly trained teachers (or in the process of obtaining QTS) who have access to a range of support and training opportunities across the year. The School has a training plan for all staff to improve the teaching and learning of children. This includes whole School training on SEND issues such as, SEMH, Literacy difficulties and Speech and Language difficulties. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. Autism and Attachment, etc.

Additional Support and Interventions

Some students may require additional support depending on their needs.

Interventions may include:

- Speech and Language Support
- School Nurse
- Teaching Assistant
- Time Out Card
- Think Bricks
- ELSA (Emotional Literacy Support Assistant)
- Pastoral support- daily/sessions
- Support from the school's Navigator
- Mentoring by a specific member of staff

Specific interventions for pupils with social and emotional development needs:

- Personalised pastoral support
- Small group pastoral support
- Social stories
- Referral to outside agencies

Teaching Assistants

The School's Teaching Assistants support students with SEND. The TAs work collaboratively with teachers to support students on an individual, group or whole class basis.

Allocation of TAs in class is based on student need and entitlement. Priority is given to support students with an EHCP and core subjects.

TA's work under the direction of a teacher, the teacher has ultimate responsibility for the student's learning.

During assessment of a student a referral may be made to an external agency requesting additional and / or further assessment. Referrals can be made to:

- Educational Psychology Service
- Speech and Language Therapy
- Community Pediatrician
- SENISS (SEN Inclusion Support Service)
- BCP Outreach
- Child and Adolescent Mental Health (CAMHS)
- Listening Ear counselling
- Hearing and Visual Impairment Service
- Physiotherapy and Occupational Therapy
- Triple P and other parenting courses

Support for Pupils and Parents/ Carers

Manorside Academy works in partnership with students and their parents / carers to help and support their learning both in and out of the School.

Pupils and their parents / carers are consulted at all stages of the SEND monitoring cycle ensuring that the students is at the centre of the process, discussing with the Inclusion Lead and / or class teacher what support is needed.

Support is offered to parents / carers by sign posting them to services / organisations which may offer support / advice and where appropriate to the Local Offer.

Teachers report on student progress on a six weekly basis providing information on current attainment levels.

The School is fully accessible to all individuals:

- Disabled toilets in KS1 & KS2
- Handrails throughout the school
- Wheelchair access to KS1, lower corridor of KS2, Halls and Computing Suite
- Lifts up to the top floor
- Access ramps that support access to the school

What happens if I am worried or have concerns about my child's provision?

Talking through your concerns with the Inclusion Team will help identify what the outstanding concerns or worries are and how we can best help. We are always on the gate at the start and end of the day or can be called via the school office to have a more private conversation/meeting.

The School currently has 14.89% SEND
(September 2022)