



15<sup>th</sup> May 2023

## **Manorside Academy Inclusion Update**

Dear Parent(s)/Carer(s),

I am writing to provide you with an update around our approach as a fully inclusive school along with the benefits and challenges this can bring to the school community. UNICEF define Inclusive Education as *"Inclusive education means all children in the same classrooms... It means real learning opportunities for groups who have traditionally been excluded – not only children with disabilities, but speakers of minority languages too. Inclusive systems value the unique contributions students of all backgrounds bring to the classroom and allow diverse groups to grow side by side, to the benefit of all."* This is a definition we fully embrace as a school and aim to provide high quality teaching and learning opportunities that support all our pupils to make progress; socially & emotionally as well as academically.

### School Statistics

Here is some information around the context of our school currently so you can understand the wide breadth of pupils we are able to work with every day out of our 399 we have on roll.

Group	Manorside %	National Average %
<b>SEND Support</b>	26%	13%
<b>EHCP</b> ( <i>Education Health &amp; Care Plan</i> )	5%	2.3%
<b>Pupil Premium</b>	36%	22%
<b>EAL</b> ( <i>English as an Additional Language</i> )	16%	19%

### English as an Additional Language (EAL)

As a school, our percentage of pupils who have English as an additional language is growing rapidly which is very exciting for us. This brings enhanced opportunities to the school with pupils who have experienced a range of cultures, lifestyles and worldviews which enable us to widen the experiences and knowledge of all our pupils; supporting them to understand different perspectives. This leads to everyone feeling safe and valued in our classrooms and the diversity of all being celebrated. Research has also shown that pupils in diverse school have an increased ability to use higher-order cognitive thinking skills and to think creatively.

We use a range of strategies to support our EAL pupils to ensure they can access the work fully including; visual supports, pre-teaching, explicit teaching of vocabulary, group work, thinking time, scaffolds and much more.

### Pupil Premium

To ensure that our Pupil Premium Pupils (the most disadvantaged) are supported in the most effective way and that as a school, we maximise the extra funding given to us, we ensure we take a research informed approach. We used

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Sian Thomas, BEd (Hons), CEO - AAT  
Alexandra Prout, BA, Director of Primary Education, NLE  
Gemma Sutter, LLB(Law), Principal, SLE

[www.manorside-academy.co.uk](http://www.manorside-academy.co.uk)

E: [office@manorside-academy.co.uk](mailto:office@manorside-academy.co.uk). T: 01202 380103  
Evering Avenue, Parkstone, Poole, Dorset. BH12 4JG





research from the Education Endowment Foundation (EEF) to inform our spending and have adopted their tiered approach;

1. Ensuring high quality teaching
2. Providing targeted academic support
3. Wider strategies e.g. support with attendance, mental wellbeing, educational visits etc.

Our mantra of 'High Expectations Lead to High Achievers' underpins what we do for our most disadvantaged pupils as we aim to ensure they reach the same outcomes at the end of each year as their peers, diminishing any difference between Pupil Premium and Non-Pupil Premium pupils. We carefully assess the barriers to learning that our Pupil Premium pupils face to create a pupil premium strategy which is then consistently re-assessed and re-evaluated to ensure we are supporting these pupils as effectively as possible.



Mrs Curtis – Vice Principal & Pupil Premium Lead

#### Inclusion Team – Who's Who?

Role Title	Photo	Name	Role Description
Principal		Miss Sutter	Responsible for the running of the school, including high quality teaching & learning for all.
Inclusion Lead & Designated Safeguarding Lead		Miss Saxby	Leads and develops the Inclusion Team ensuring equal access for all groups of pupils and the removal of all barrier to learning – allowing the children to “be the best that they can be” Lead on specific and additional teaching, learning and support throughout the academy associated with Inclusion – SEN, Social and Emotional, Behavioural, Safeguarding, Attendance and admissions. Responsible for safeguarding and child protection.

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E: [office@manorside-academy.co.uk](mailto:office@manorside-academy.co.uk). T: 01202 380103  
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## MANORSIDE ACADEMY

SEND Lead		Miss Dymott	Support the Inclusion Lead to ensure all pupils with SEND are making maximum progress. Liaise with outside agencies, relevant staff and parents to ensure best practice is achieved and that all pupils with SEND receive optimal assistance.
Behaviour Lead		Mrs Witherington	This includes working with individuals and/or small groups to resolve difficulties causing concern as quickly as possible so as to promote learning at all times. It can also include leading restorative or preventative sessions to ensure pupils feel safe and ready to learn.
Pastoral Care Worker		Mrs Mills	To engage pupils and their parents/carers in their child's education including establishing warm and respectful relationships with pupils and to provide a reflective space for them to share honestly their thoughts and feelings. To support teaching and learning so that all pupils with additional needs within the Academy can make maximum progress and are successful within the setting. Lead individual/group sessions, combining pastoral, emotional, physical, mental, academic and moral aspects of well-being.
Attendance/Inclusion Admin		Mrs Hunt	Monitors and tracks attendance of all pupils across the school to quickly identify pupils whose attendance is below expected. Follow up on pupils who are not in school that day to find out reasons Lead meetings with parents to support with improving attendance. Support the Inclusion Lead as appropriate.
Alternative Provision Lead (Trust)		Mrs Yetton	Leads the alternative provisions across the Primary sector, ensuring that the small team of practitioners, on each site, deliver an appropriate, bespoke programme of alternative curriculum which meets individual students needs.

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Whole School Provision Map

This document shows what we offer as a school to all pupils all the way through to the more specialist support that is offered to pupils on our SEND Register/ with EHCPs (Educational Health & Care Plan).

Our provision map is arranged using the four identified areas of need:

The SEND Code of Practice (2015) states that: "high quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people".

Schools are required to "adopt a graduated approach with four stages of action: assess, plan, do and review". If at the assessment stage schools determine that a child is not making expected progress they should plan additional provision to help close the gap between the child's attainment and that of their peers. This may take the form of a small group intervention Categorised below as Catch Up.

If, when reviewed, it is found that the additional provision has not succeeded in sufficiently accelerating the child's progress then the provision should be altered. After one or more cycles of review it may be found that the child requires more individualised support at SEND Support Level. Children receiving provision will be classified as having a Special Educational Need (SEN). Further details regarding legal definition of SEN and our school's process for the identification and support of those with SEN can be found in the school's SEN Information Report.

For those children who have an Educational Health and Care Plan, specific strategies will be used in line with the requirements of their EHCP and recommendations from other professionals. All strategies available at QFT Level, Catch Up and SEND Support Level are also available.

Area of Need: Communication and Interaction (S&L/ SEMH/ASD etc)			
<b>Quality First Teaching</b>	<ul style="list-style-type: none"> <li>• Clear learning objectives</li> <li>• Clear modelling</li> <li>• Clear success criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Visual timetable</li> <li>• Talk partners</li> <li>• Structured class routines</li> <li>• Use of Widgets</li> <li>• Allowing processing time</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated tasks</li> <li>• Active learning</li> <li>• Suitable seating plans</li> <li>• Explicit vocab teaching</li> </ul>
<b>Reasonable adjustments</b>	<ul style="list-style-type: none"> <li>• Sp&amp;L intervention</li> <li>• Chunking of information</li> </ul>	<ul style="list-style-type: none"> <li>• Check lists</li> <li>• NELI (Nuffield Early Language Intervention)</li> </ul>	
<b>SEND/EHCP Support</b>	<ul style="list-style-type: none"> <li>• Use of symbols</li> <li>• PECS</li> <li>• Support from SALT</li> <li>• Social stories</li> <li>• Daily SALT</li> </ul>	<ul style="list-style-type: none"> <li>• Makaton</li> <li>• Advice from EP</li> <li>• Attention Autism</li> <li>• Targeted 1:1 support</li> <li>• SENISS (SEN Inclusion Support Service)</li> </ul>	<ul style="list-style-type: none"> <li>• Support from HI service</li> <li>• Support from VI service</li> <li>• Language link assessment</li> <li>• Pupil Passports</li> </ul>
Area of Need: Cognition and Learning (SpLD/MLD etc)			

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<b>Quality First Teaching</b>	<ul style="list-style-type: none"> <li>• Clear learning objectives</li> <li>• Clear modelling</li> <li>• Clear success criteria</li> <li>• Differentiated tasks</li> <li>• Progressive learning sequences</li> </ul>	<ul style="list-style-type: none"> <li>• Talk partners</li> <li>• Scaffolded learning</li> <li>• Illustrated dictionary</li> <li>• Key facts on display</li> <li>• Use of questioning</li> <li>• Concrete resources</li> </ul>	<ul style="list-style-type: none"> <li>• Visual timetable</li> <li>• Writing frames</li> <li>• Use of widget</li> <li>• Chunking of information</li> <li>• GL Reading Age Test</li> <li>• Knowledge Organisers</li> </ul>
<b>Reasonable adjustments</b>	<ul style="list-style-type: none"> <li>• Phonics intervention</li> <li>• Reading intervention</li> <li>• Chunking of information</li> <li>• ICT to reduce barriers</li> </ul>	<ul style="list-style-type: none"> <li>• Power Maths Catch Up</li> <li>• Reading Plus programme</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling intervention</li> <li>• Nessy Reading Intervention</li> <li>• Coloured overlays</li> <li>• RWI Fresh Start Intervention</li> </ul>
<b>SEND/EHCP Support</b>	<ul style="list-style-type: none"> <li>• Alternative methods of recording, e.g. talking tins, laptops, Dragon Speaking software</li> <li>• Dyslexia screening test</li> </ul>	<ul style="list-style-type: none"> <li>• Additional Reading</li> <li>• Support from LSS</li> <li>• Support from Outreach</li> <li>• Access to Inclusion Hub</li> </ul>	<ul style="list-style-type: none"> <li>• Additional Phonics</li> <li>• Pupil Passports</li> <li>• Advice from EP</li> <li>• SENISS (SEN Inclusion Support Service)</li> </ul>
<b>Area of Need: Social, Emotional and Mental Health Difficulties (SEMH/ASC etc)</b>			
<b>Quality First Teaching</b>	<ul style="list-style-type: none"> <li>• Gold stars reward system</li> <li>• Ear defenders</li> <li>• Zones of Regulation</li> </ul>	<ul style="list-style-type: none"> <li>• Brain gym</li> <li>• Work suitable at their level</li> <li>• Visual Timetable</li> </ul>	<ul style="list-style-type: none"> <li>• Clear learning objectives</li> <li>• Clear modelling</li> <li>• Clear success criteria</li> <li>• School Council</li> </ul>
<b>Reasonable adjustments</b>	<ul style="list-style-type: none"> <li>• Monitoring card</li> <li>• Movement breaks</li> <li>• Fidget resources</li> <li>• Wobble cushion</li> <li>• TEAM TEACH – positive behaviour management and de-escalation</li> </ul>	<ul style="list-style-type: none"> <li>• Social stories</li> <li>• Mosaic</li> <li>• Home/School book</li> <li>• Support from the Navigator</li> </ul>	<ul style="list-style-type: none"> <li>• Think Bricks</li> <li>• Pastoral support from Inclusion</li> <li>• Zones of Regulation Interventions</li> </ul>
<b>SEND/EHCP Support</b>	<ul style="list-style-type: none"> <li>• Personalised timetable</li> <li>• Position of responsibility</li> <li>• Personalised rewards</li> </ul>	<ul style="list-style-type: none"> <li>• Support from Outreach</li> <li>• Advice from EP</li> <li>• CAMHS</li> <li>• SENISS (SEN Inclusion Support Service)</li> </ul>	<ul style="list-style-type: none"> <li>• Lunch Club</li> <li>• Listening Ear</li> <li>• Bespoke timetable</li> <li>• Alternative Provision</li> </ul>
<b>Area of Need: Sensory and/or Physical</b>			
<b>Quality First Teaching</b>	<ul style="list-style-type: none"> <li>• Pencil grips</li> <li>• Writing slope</li> <li>• Motor Skill Development</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom layout</li> <li>• Different pens/pencils</li> </ul>	<ul style="list-style-type: none"> <li>• Daily handwriting</li> <li>• Fidgets</li> <li>• Ear defenders</li> </ul>
<b>Reasonable adjustments</b>	<ul style="list-style-type: none"> <li>• Fine motor skills worksheets</li> <li>• Exit cards</li> </ul>	<ul style="list-style-type: none"> <li>• Play dough</li> <li>• Disabled toilets</li> <li>• Handrails</li> </ul>	<ul style="list-style-type: none"> <li>• Movement breaks</li> <li>• Lifts</li> <li>• Wheelchair access</li> </ul>

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<b>SEND/EHCP Support</b>	<ul style="list-style-type: none"> <li>Gross motor skills intervention</li> <li>Referral to school nurse</li> </ul>	<ul style="list-style-type: none"> <li>Support from OT</li> <li>Pupil Passports</li> <li>Differentiation of PE lessons</li> </ul>	<ul style="list-style-type: none"> <li>Visual Impairment support</li> <li>Sensory Circuits</li> <li>SENISS (SEN Inclusion Support Service)</li> </ul>
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### External Support

Due to the context of our school, we receive extra support from BCP to ensure that our parent(s)/carer(s) can access support for their children and can also get advice for themselves too. Some of the external support we receive is:

Role	Purpose
Navigator	BCP Council navigators work in partnership with schools to support you and your child to achieve their best outcomes. Your school has a dedicated navigator who you can contact direct, via your school, or be referred to from the school or other agencies. The navigator can signpost to additional services.
SEND Parent Champion	BCP Parent Champion volunteers act as a confidential listening and signposting service for families who have children and young people with additional needs in BCP. Providing very much needed initial information, advice and support regarding the local offer and universal services.
Mental Health Support Team	MHSTs are working with a small number of schools across these areas to tackle the challenges children and young people experience, by helping them to feel more resilient, arming them with techniques to look after themselves and strategies to help them cope better with life's ups and downs. This includes support for things like mild-moderate anxiety or worries, exam stress and friendship issues through 6-8 sessions of low intensity Cognitive Behavioural Therapy (LI-CBT), counselling sessions, themed group work or information workshops. We have also been supporting the transition between schools and have been working with the year 6 classes going up into year 7. If we feel that more support is required than we are able to offer, we will help signpost the school/family to the right service to help. This may be through Early Help Hubs, Core-CAMHS or other health services or the charitable sector.

### Glossary

Acronym/Phrase	Definition
ASD (Autism Spectrum Disorder)	A developmental disability caused by differences in the brain.
CAMHS (Child & Adolescent Mental Health Service)	The name for the NHS service that assesses and treats young people with emotional, behavioural or mental health difficulties.
EAL (English as an Additional Language)	A child is classed as EAL where English is not their first language
EHCP (Educational Health & Care Plan)	A legal document which describes a child or young person's special educational needs, the support they need, and the outcomes they would like to achieve

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EP (Educational Psychologist)	A psychologist whose differentiating functions may include diagnostic and psycho-educational assessment and psychological counselling in educational communities
FSM (Free School Meals)	Free school meals is a government initiative which provides children with a nutritious meal during term time. All children in reception, year 1 and year 2 receive free school meals, this is known as universal Infant free school meals. <b>For children in year 3 or above</b> , you can apply for free school meals if your child is in full time education and you receive any of the following benefits: <ul style="list-style-type: none"> <li>• Universal Credit (provided you have an annual net earned income of no more than £7,400 as assessed by earnings from up to three of your most recent assessment periods)</li> <li>• Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)</li> <li>• Income Support</li> <li>• Income-based Jobseeker's Allowance</li> <li>• Income-related Employment and Support Allowance</li> <li>• Support under Part VI of the Immigration and Asylum Act 1999</li> </ul>
NELI (Nuffield Early Language Intervention)	A programme for children in Reception (4-5 years) which has been found to improve children's language and early literacy skills
PE (Physical Education)	Physical Education is a lesson that pupils attend that requires physical activities throughout and where a range of sports and sporting skills are taught
PECS (Picture Exchange Communication System)	A way for pupils to communicate without relying on speech. To communicate, people use cards with pictures, symbols, words or photos to ask for things, comment on things or answer questions.
PP (Pupil Premium)	The following groups are eligible for Pupil Premium: <ul style="list-style-type: none"> <li>- Pupils who are recorded as eligible for free school meals, or have been recorded as eligible in the past 6 years, including eligible children of families who have no recourse to public funds (NRPF)</li> <li>- Children looked after by local authorities, referred to as looked-after children</li> <li>- Children previously looked after by a local authority or other state care, referred to as previously looked-after children</li> </ul>
PPG (Pupil Premium Grant)	The pupil premium grant is funding to improve educational outcomes for disadvantaged pupils in state-funded schools in England
S&L (Speech & Language)	Speech, language and communication needs (SLCN) is the term used to describe difficulties with: <ul style="list-style-type: none"> <li>• producing speech sounds accurately</li> <li>• stammering</li> <li>• understanding language (making sense of what people say)</li> <li>• using language (words and sentences)</li> <li>• interacting with others, for example, difficulties understanding the non-verbal rules of good communication or using language in different ways to question, clarify or describe thing</li> </ul>
SALT (Speech & Language Therapy)	Speech and language therapy provides treatment, support and care for children and adults who have difficulties with communication, or with eating, drinking and swallowing.
SEMH (Social, Emotional & Mental Health)	A broad term used to define a range of different needs children may have at any given time, introduced in the 2014 SEND Code of Practice

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SEND (Special Educational Needs & Disabilities)	A child or young person has special educational needs and disabilities if they have a learning difficulty and/or a disability that means they need special health and education support.
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Gemma Sutter  
**Principal**

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