

SEN Information Report 2018-19

At Manchester Enterprise Academy we welcome everyone into our community and we believe that everyone can achieve. This belief is at the heart of our vision of 'A Fantastic Future For All'. We strive to make available inclusive provision to ensure that all students, including those identified with Special Educational Needs and Disabilities (SEND), can enjoy and benefit from a broad and balanced education with access to the Curriculum at an appropriate level, so that they may achieve their full potential.

We are committed to narrowing the attainment gap between SEND and non-SEND students and offer a range of personalised learning interventions/opportunities to support this. We are very proud of all our students and their achievements.

Does my child have SEND?

If your child is identified as having a SEND we will inform you and place them onto the SEND register. The SEND register is kept in school and enables our staff to access support strategies for individual students.

Students with a SEND are identified throughout the transition process through meetings with key staff at the previous educational setting. If an Educational, Health and Care Plan (EHCP) is in place the Local Educational Authority will be involved throughout the transition process. We offer a range of support during transition to help students become familiar with new staff and the change of environment before starting with us in September. An electronic transfer of student data occurs on the first day of the new academic year in September and this includes a student's SEND status.

Soon after the students start at MEA we complete a range of diagnostic and baseline testing which allows us to identify students who require further intervention for literacy and numeracy or may have some learning needs in these areas.

If you are still concerned about your child's educational needs in the first instance please raise your concerns with your child's form tutor or Character and Culture Manager. If you still require further guidance contact the schools Special Educational Needs Coordinator (SENDCo).

Key contacts

Who are the best people to talk to in our school about my child’s difficulties with learning/ Special Educational Needs and Disabilities (SEND)?

School Based Information	Staff	Summary of Responsibilities
<p>Who are the best people to talk to in our school about my child’s difficulties with learning/ Special Educational Needs and Disabilities (SEND)?</p>	<p><u>The SENDCo</u> Jessica Dalton j.dalton@meacad.org.uk</p>	<p>They are responsible for:</p> <ul style="list-style-type: none"> • Coordinating all the support for children with special educational needs and disabilities (SEND) and developing the school’s SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. • Ensuring that you are: <ul style="list-style-type: none"> • involved in supporting your child’s learning • kept informed about the support your child is getting • involved in reviewing how they are doing • part of planning ahead for them. • Liaising with all the other people who may be coming into school to help support your child’s learning e.g. Speech and Language Therapy, Educational Psychology etc. • Updating the school’s SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child’s progress and needs. • To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND in the school) achieve the best possible progress in school. • Checking on the progress of your child and identifying, planning any additional help your child may need (this could be things like targeted work, additional support). • Ensuring that all staff working with your child in school are supported to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of

		additional adults, outside specialist help and specially planned work and resources.
	<p><u>Assistant Vice Principal</u></p> <p>Nicola McCready n.mccready@meacad.org.uk</p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> • Provision for SEND and Vulnerable students.
	<p><u>Vice Principal</u></p> <p>Trish Jarvis</p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> • Character and Culture and Inclusion.
	<p><u>Principal</u></p> <p>David Bell</p>	<p>He is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, this includes the support for children with SEND. • He will give responsibility to the SENDCo and class/subject teachers but is still responsible for ensuring that your child's needs are met. • He must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
	<p><u>SEND Governor</u></p> <p>Linda Jones</p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> • Making sure that the necessary support is made for any child who attends the school who has SEND.

Teaching and Learning

	What would this mean for your child?
<p>What additional support can be provided in the classroom?</p>	<ul style="list-style-type: none"> • At MEA we use a graduated approach to meeting an individual student’s needs. • For the majority of student’s quality first classroom teaching will fulfil their learning needs. Some students may require the curriculum to be slightly adapted or differentiated for the individual to access the curriculum in order to make progress. These students will not be on the SEND register. • Some students may require small group intervention from a member of the support team to bridge a learning gap or to develop strategies to overcome a particular need. They may also access some support from a TA in lessons. Teachers will differentiate the curriculum on a regular basis as a usual way of working. Some students will also access specific support from outside agencies such as CAMHS, SALT etc. These students will be identified on the register as SEND Support. • For a few students with more complex needs they may require more intensive and long term support in order to thrive at school. These students will have an Educational, Health and Care Plan (EHCP) which will set out clearly what provision the student needs to achieve at school. These students are also monitored by the local educational authority SEND team (Manchester City Council).
<p>What provision do you offer to facilitate access to the curriculum and to develop independent learning?</p>	<ul style="list-style-type: none"> • Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching. • Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class. • Ensuring that all teaching is based on building on what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more kinaesthetic learning and personalised teaching and learning approaches. • Putting in place specific strategies (which may be suggested by the SENDCo or outside staff) to support your child to learn.
<p>Staff specialisms/expertise around SEN or disability.</p>	<ul style="list-style-type: none"> • The class teacher and SENDCo monitor the progress of students. All students regularly undertake formal assessments and data is gathered every six weeks and inputted to marksheets on the academy system. Where gaps in understanding or learning are identified, additional support is assigned to help the student make better progress. • Targeted and highly personalised interventions can reduce the barriers to learning and support the student to make faster progress. • Support is offered in mainstream classes, in small groups or on an one to one basis.

<p>What ongoing support and development is in place for staff regards supporting children and young people with SEND?</p>	<ul style="list-style-type: none"> • We hold regular staff training sessions (CPD) on different areas of SEND and all staff have access to information and strategies to best help students with SEND. • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
<p>What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?</p>	<ul style="list-style-type: none"> • Students can be assessed for additional exam support by the specialist teacher at the request of the SENDCo or a Curriculum Leader. This assessment could result in students being entitled to extra time in an exam, or being assisted by a reader or a scribe. In order to qualify for these exam arrangements, students must demonstrate in lessons and during assessment that they are more likely to achieve higher marks with this extra support than without it. Some SEND students in Years 10 and 11 are offered extra 1:1 lessons for coursework and exam preparation.
<p>How do you share educational progress and outcomes with parents?</p>	<ul style="list-style-type: none"> • Educational progress is shared with parents every term. Parents receive data from all subjects which shows an end of year target and what your child is currently achieving in that lesson. It will also indicate, via colour coding, your child's progress towards their end of year target. • Educational progress is also shared during regular parents' evenings. Parents will understand their child's progress and how to assist them in continuing this progression. It can also be an opportunity to discuss any concerns or issues you feel your child has in specific subject areas. • The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have. • All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENDCo will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
<p>What arrangements are in place to ensure that support is maintained in "off-site provision"?</p>	<ul style="list-style-type: none"> • Students with SEND who are educated off site at an alternative provision have a dedicated TA who monitors their attendance, liaises regularly with the provider and attends all reviews.
<p>What work experience opportunities do you offer?</p>	<ul style="list-style-type: none"> • Some students in year 10 have the opportunity to engage in work experience.

Annual Reviews

	What would this mean for your child?
What arrangements are in place for review meetings for children with an Education, Health and Care (EHC) Plans?	<ul style="list-style-type: none"> • If your child has an EHCP you will be invited to a review meeting once a year. Before this meeting takes place the SENDCo will meet with you to discuss and complete 'Parent Views' about your child. The SENDCo will also meet with your child to complete their views. • The meeting will take place with the SENDCo, parents, the child and any other agencies or TAs involved with your child. • The outcomes that are made during this meeting will allow your child to receive the best possible provision to help your child to succeed.
What arrangements are in place for children with other SEND support needs?	<ul style="list-style-type: none"> • If your child has SEND needs then parents will be invited to have a discussion at each parents evening. • Also if your child has an SEND need then you will also be invited in for a meeting every year to discuss your child's progress and how we can assist them to continue to progress throughout school.

Keeping Children Safe

	What would this mean for your child?
What handover arrangements will be made at the start and end of the school day? Do you have parking areas for pick up and drop offs?	<ul style="list-style-type: none"> • We have parking for visitors to the academy at the side of the building and several of these spaces are designated for disabled drivers. • If a student is particularly vulnerable and the parent feels the child needs to be brought to the academy or collected at the end of the day, they can wait in the main reception area and their child will be brought through to meet them.
What support is offered during breaks and lunchtimes?	<ul style="list-style-type: none"> • There are several areas open for students at break and dinner. • The Inclusion Centre is open every break and dinner for students who want some extra support. • There is a quiet area for students who want somewhere quiet to eat and talk. • There are also numerous clubs that happen every break and dinner in various subject areas.
How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons and school trips)	<ul style="list-style-type: none"> • The academy undertakes thorough risk assessments for all off site events and has a regularly updated health and safety policy. • A number of academy staff are first aid trained including PE staff. All staff receive relevant medical needs training and there is a medical needs policy in place.
What are the school arrangements for undertaking risk assessments?	<ul style="list-style-type: none"> • For each trip there is a thorough risk assessment sheet to complete. This indicates to everyone on the trip vital information that staff are required to know about specific students. • This information is then given to an SLT member who checks the information and makes sure that every area is covered.
Where can parents find details of policies on bullying?	<ul style="list-style-type: none"> • The academy will not tolerate bullying. We share our anti-bullying policy with all students on a regular basis and reinforce the key messages from it in assemblies, during tutor time and through our Fantastic Futures curriculum. • The academy has a range of policies, designed to ensure the safety of all who are involved with the MEA. These policies are available on the academy website at: www.manchesterenterpriseacademy.org.uk

Health (including Emotional Health and Wellbeing)

	What would this mean for your child?
What is the school’s policy on administering medication?	<ul style="list-style-type: none"> • The academy will only administer medication with written permission from a parent or carer. • Students can self-administer medication but written permission from a parent or carer is required. • All medication is stored in a locked cabinet or fridge. Only staff who are first aid trained can access these medications.
How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?	<ul style="list-style-type: none"> • If a child has a medical condition parents will be invited to a meeting to discuss in detail their child’s medical condition with the SENDCo and Inclusion Strategy Leader. • This information will be transferred onto a detailed Health Care Plan which is sent to all staff. • There are also meetings about a child’s medical condition to make sure staff are aware of procedures.
What would the school do in the case of a medical emergency?	<ul style="list-style-type: none"> • The Health Care Plan has an emergency plan included. This tells all staff what to do for each specific child’s needs. • This plan will be given to emergency services (along with any medication) in the case of emergency.
How do you ensure that staff are trained/qualified to deal with a child’s particular needs?	<ul style="list-style-type: none"> • Here at MEA we recognise that for some children, school is not always an easy experience. Children occasionally face social and emotional challenges which can impede on their learning; for these more vulnerable children our involvement might need to be intensified, and to this purpose we run an Inclusion Centre. • We acknowledge that an offer of a more intensive level of attention for our more vulnerable or anxious students is necessary from time to time. We work closely with the attendance and Character and Culture managers as well as lead tutors and outside agencies to offer a comprehensive package of support allowing children the opportunity to share their worries or concerns with a specially trained member of staff who can gently encourage them to re-engage with mainstream school, whilst keeping long term contact with the child if necessary. • Some children may need to remain under the care and guidance of our Inclusion Centre throughout their time at MEA, whereas for others, their time might be more intensive but short termed. We can offer

	<p>modified timetables to support as well as using profiling in order to further support teachers in their work with these individuals, and that is the key.</p> <ul style="list-style-type: none"> • Every child is very much an individual and their needs are assessed as such. Our two support rooms, Inclusion and Foundation Learning work in partnership, ensuring the best possible outcomes for pupils who access our services. • We welcome any student in need, and always maintain a secure and supportive working relationship with parents and carers.
<p>Which health or therapy services can children access on school premises?</p>	<ul style="list-style-type: none"> • We provide a free counselling service to all students in the academy and we work hard to reduce the stigma around mental health. • We work closely with the healthy schools team to ensure that we are up to date with current thinking in this area. We study emotional health and well-being as part of our Fantastic Futures curriculum.

Communication with Parents

	What would this mean for your child?
How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person?	<ul style="list-style-type: none"> • Parents meet the team during year 5 and 6 transition and when they join year 7. • Parents will have regular contact with the Character and Culture Managers.
Do parents have to make an appointment to meet with staff or do you have an Open Door policy?	<ul style="list-style-type: none"> • Whilst it is not always necessary to have an appointment to see staff, we encourage parents to contact your child’s Character and Culture Manger in the first instance if you have any concerns. They have a non-teaching roll so are usually available to take phone calls at most times during the academy day.
How do you keep parents updated with their child/young person’s progress?	<ul style="list-style-type: none"> • Every term we write to parents to provide up to date information about your child’s academic performance, their effort, attendance and punctuality.
Do you offer Open Days?	<ul style="list-style-type: none"> • We have an academic parents’ evening for every year group and an annual Open Evening. From time to time we have specific cohort events and will invite parents to accompany your child.
How can parents give feedback to the school?	<ul style="list-style-type: none"> • Parents can give feedback to the school by telephoning staff or making an appointment to call in. In addition they can complete the Ofsted online reporting form for parents at: https://parentview.ofsted.gov.uk/ • The Principal writes to parents each term and we have an academy Twitter account to share information quickly. • The pastoral staff use Keep Kids Safe text messaging service to communicate with parents regarding absence and to send reminders about special events.

Working Together

	What would this mean for your child?
What opportunities do you offer for pupils to have their say? E.g. school council	<ul style="list-style-type: none"> • All students with Statements or Educational, Health and Care Plans and those at SEND Support level are invited to their review meetings so that they can contribute to discussions about their educational progress and set appropriate outcomes. • Students have regular school council meetings where they relay comments and important topics that were discussed in form time. • Students also have regular opportunities to complete student voice in lessons on ‘Survey Monkey’.
What opportunities are there for parents to have their say about their son/daughter’s education?	<ul style="list-style-type: none"> • We have an academic parents’ evening for every year group and an annual Open Evening. From time to time we have specific cohort events and will invite parents to accompany your child. • Parents are also welcome to contact school at any point in the year to request a meeting with specific subject teachers, pastoral staff or the SENDCo to discuss their child’s education.
What opportunities are there for parents to get involved in the school or become school governors?	<ul style="list-style-type: none"> • Parents are invited to events throughout the year.
How does the Governing Body involve other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g. health, social care, voluntary groups)	<ul style="list-style-type: none"> • At MEA we feel that having as much information about a student is key when supporting them. We regularly liaise with a range of external agencies and we will follow guidance given when possible. We will always seek your consent before referring your child to an outside agency. We do encourage parents to allow agencies to share information with a key member of staff at school. We liaise with the following agencies currently: • Educational Psychology Service • The Early Help Assessment • Child Adolescent and Mental Health Service (CAMHs) – NHS • Sensory Support Service (Hearing and Visual) • Occupational Therapy – NHS • Speech and Language Service - NHS • Children’s Services • Safe in the City • Protect team • Piper Hill • LOIS

What Help and Support is available for the Family?

	What would this mean for your child?
<p>Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?</p>	<ul style="list-style-type: none"> • If parents require support completing forms then the SENDCo or Character and Culture staff will be willing to assist them in completing any paperwork.
<p>What information, advice and guidance can parents and young people access through the school? Who normally provides this help and how would they access this?</p>	<ul style="list-style-type: none"> • At MEA we aim to work in cooperation with parents and students to create the best outcomes for individual students. For all parents of students at MEA we will invite you into school regularly throughout the academic year to discuss your child’s progress. We encourage all parents to contact your child’s form tutor or Character and Culture Manager if you have any concerns in the first instance. • If your child is placed on the SEND register at SEND Support level we will invite you into school to meet with the SENDCo or one of the curriculum support team. This will take place every six months. We will explore the strengths and difficulties of your child together and develop strategies to achieve the best possible outcomes for your child at school. • For a few students that have an EHCP we hold an Annual Review of the EHCP which is monitored by the Local Education Authority. • We endeavour to keep parents informed of any changes and adjustments to support arrangements when necessary.

Transition from Primary School and School Leavers

	What would this mean for your child?
What support does the school offer for year 6 pupils coming to the school? (e.g. visits to the school, buddying)	<ul style="list-style-type: none"> • The SENDCo will discuss the specific needs of your child with the SENDCo of their primary school. • Your child will attend a small group work in their primary school, to support their understanding of the changes ahead. This may include creating a 'One Page Profile' which includes information about themselves for their new school. • You will be invited to visit us on the evening of the Year 6 Induction day, held in July. We may arrange additional visits to the school for students who may have difficulty making the transition. This will be discussed with you. • Our Transition Worker may visit your child in their primary school on several occasions. Where students are 'Looked After' or have an Education Health and Care Plan, we will attend the year 6 PEP or Annual Review. • You may be invited to meet with the schools link Educational Psychologist to provide you with the opportunity to discuss effective home or school support that may further support your child to make the transition.
What support is offered for young people leaving the school? (e.g. careers guidance, visits to colleges, apprenticeships, supported employment etc.)	<ul style="list-style-type: none"> • If students have an EHCP they are provided with careers advice from the Careers Connect team. They will have several meetings to discuss their options and how to apply for colleges, apprenticeships etc. • All students have careers guidance in their Fantastic Futures lessons. Students focus on how to apply for colleges, apprenticeships etc. They also look into different options surrounding their choice of courses. • Students are given support in order to complete application forms. • Students have the opportunity to visit colleges from Year 10. • Students are encouraged to visit colleges/attend open evenings from the beginning of year 11.
What advice/support do you offer young people and their parents about preparing for adulthood?	<ul style="list-style-type: none"> • Students with an EHCP are given advice and support about preparing for adulthood during their annual review in Year 9, 10 and 11. • Students and parents are also given advice and support about preparing for adulthood during parents' evening in Year 11. • Students are given advice and support in Fantastic Futures lessons such as money management.

Extra-Curricular Activities

	What would this mean for your child?
Do you offer school holiday and/or before and after school provision? If yes, please give details.	<ul style="list-style-type: none"> • There are a wide range of extra-curricular clubs that run most nights of the week for all students. • There are also specific interventions that take place every night after school that are led by the teaching assistants. • There is a free breakfast club every morning.
What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?	<ul style="list-style-type: none"> • All students are encouraged to take part in extra-curricular activities and additional support for students with SEND can be arranged. • Teaching Assistants are involved in extended learning sessions after school. • There are a wide range of extra-curricular clubs that run every night of the week, free of charge. • There are also specific nights when the Manchester United Foundation provide football practice.
How do you make sure clubs, activities and residential trips are inclusive?	<ul style="list-style-type: none"> • All students are included in clubs, activities and trips. If extra support is required then this will be provided. • Teaching Assistants accompany external trips and visits to ensure that such activities are fully inclusive.
How do you help children and young people to make friends?	<ul style="list-style-type: none"> • The Inclusion Team offer a number of opportunities for SEND students to spend social times in a quiet environment supervised by a Teaching Assistant. They will encourage the students to make new friendships through playing games with them and discussing any concerns they might have. These clubs take place before school, at break and lunch time.