



Special Educational Needs Policy 2019-20

Nominated Lead Member of Staff:	Nicola McCreedy
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Introduction

Manchester Enterprise Academy is committed to offering a 'Fantastic Future for All' through an inclusive curriculum to ensure the best possible progress for all our students regardless of their age, gender, ethnicity, attainment, background, educational needs or abilities.

Around 30% of our students have special educational needs at some time. Most needs are met within the Academy and where specialised support is required MEA have strong links with a wide range of professional services.

Aims and Objectives

MEA is committed to the principles of inclusion with a particular attention and focus on:

- i** gender mix
- ii** minority ethnic and faith groups
- iii** students with special educational needs
- iv** most able students
- v** students who need support to use English as an Additional Language
- vi** any students who are at risk of disaffection or exclusion
- vii** the development of parent partnerships

Students have special educational needs (SEND) if they need something different from or additional to what is provided for other children of the same age in order to make progress in their learning. They may have learning difficulties or disabilities which make it harder for them to learn. In accordance with the Academy's ethos, the SEND Policy promotes access and opportunity for students with SEND within a mainstream setting. All staff contribute to the provision and planning of SEND within the Academy.

The school will have regard to the **Special Educational Needs Code of Practice** when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

This Policy recognises that:

- 1** all students are entitled to a relevant and worthwhile education designed to enable individual students to participate fully in society.

- 2 students who have special educational needs should be supported whenever necessary to gain full access to the whole school curriculum.
- 3 students should have appropriate curriculum experiences designed to maximise opportunities for independent living in preparation for life after school, including preparation for work or continuing education.

The Management of SEND

The Special Educational Needs Co-ordinator (SENDCo) is Jessica Dalton. She has responsibility for the day-to-day operation of the SEND policy.

The SEND Co-ordinator will:

- a Oversee the running of the provision for students with special educational needs including general class, small group and individual student support.
- b Organise and manage the work of the school's Teaching Assistants (TAs).
- c Maintain the school's Special Needs Register and all the required documentation.
- d Keep records on students who have special educational needs and ensure their progress is regularly monitored and reviewed.
- e Regularly review and monitor SEND provision within the school.
- f Inform employees of any student's special needs and any changes that arise over the academic year.
- g Liaise with parents/carers about their child's special needs and inform them how the school will support their child.
- h Arrange and conduct review meetings for students with Education, Health and Care Plans (EHCP), liaising with parents, the LA and other support agencies involved in the educational welfare of these students.
- i Co-ordinate the transition of students with identified special needs from primary to secondary school. Liaise with the primary SENDCo and teachers, outside agencies and the Head of Year 7 at MEA.
- j Liaise with the pastoral team regarding students on the SEND register. Also, liaise with the Inclusion Centre with regard to advice and support of challenging students.
- k Liaise with the subject departments/teachers to ensure the needs of students with special educational needs are met throughout all the subjects of the curriculum.

- l** In line with the school's professional development programme, provide access to in-service training to meet the needs of the school and individual members of staff.
- m** Organise alternative courses to GCSE. For example, Entry Level courses in Maths, Science and English.
- n** Organise special consideration for students (e.g. extra time, reader, laptop) for all exams.
- o** Identify students with marked weaknesses in literacy or numeracy and place them in the targeted intervention class, Foundation Learning.
- p** Manage the Foundation Learning provision. This includes the development of the planning, the early identification of the specific needs of students, the selection of students and the quality assurance of the work undertaken in Foundation Learning.

Faculty Structure

The SEND faculty is structured to reflect two strands of support:

- i** Foundation Learning plus in-class support from a team of Teaching Assistants for students with learning difficulties
- ii** Inclusion Centre for vulnerable students who have emotional, social and mental health needs.

The majority of support is class-based so that SEND learners access specialised teachers where possible. In addition, the Inclusion Centre provides personalised support for the most vulnerable learners.

The Curriculum

The Academy will use the National Curriculum as the starting point for planning a curriculum which meets the specific needs of individuals and groups of students through:

- i** quality first teaching
- ii** the planning of lessons
- iii** responding to students' diverse learning needs
- iv** overcoming potential barriers to learning and assessment for individuals and groups of students
- v** providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of student

Educational inclusion is achieved by continually reviewing what is done, through asking key questions and analysing data. At MEA we always ask:

- i** Do all Academy students achieve and learn as much as they can?
- ii** Are there differences in the achievement of different groups of students?
- iii** What is the Academy doing for those students who are known not to be achieving their best?
- iv** Are actions and interventions effective?

Teaching and Learning Preferences

MEA aims to give all students the opportunity to succeed and reach the highest level of personal achievement. When planning students' work, teachers will take into account the abilities of all of their students.

When the attainment of a student falls below the expected level, teachers will enable the student to succeed by planning work that is in line with that student's individual needs within the subject. Where the attainment of a student exceeds the expected level of attainment, teachers will extend the breadth of work within the area or areas for which the student shows particular aptitude.

Teachers are made familiar with the relevant equal opportunities legislation covering race, gender and disability.

All staff ensure students:

- i** feel safe and secure – students know that their contributions are valued
- ii** take responsibility for their actions
- iii** are taught in appropriate groupings which allows success to be experienced
- iv** have experience of a variety of teaching resources
- v** have a common curriculum experience that allows for a range of different learning preferences
- vi** are set challenging targets that enable them to succeed
- vii** are encouraged to participate fully, regardless of disabilities or medical needs
- viii** value each other

Learning Support

Learning support is based in the Inclusion Centre which is located on the ground floor. Teaching Assistants have a variety of duties, which are co-ordinated by the SENDCo who has the responsibility for the day-to-day operation of the SEND policy.

Teaching Assistants work from the Inclusion Centre and have a variety of duties, e.g. as in-class support workers and/or delivering targeted intervention and behaviour modification programmes.

The Inclusion team works closely within the Academy with a large number of Support Services and outside agencies. Some of the agencies who currently work with MEA are:

- i** Educational Psychologist/ Assistant Psychologist
- ii** School Health Adviser
- iii** Pupil Referral Unit
- iv** Counselling Service
- v** Associated Health Teams – CAMHS, School Nursing Team
- vi** Speech and Language Team
- vii** Safer Schools Partnership – Greater Manchester Police
- viii** Children’s Services

Co-ordination of Provision

Every teacher is responsible for the education of students, including those with special educational needs.

The SENDCo will work with teachers to establish the SEND identification, assessment, monitoring and review procedures within the Academy. Information about students, where appropriate, is disseminated to all adults who work with students within the Academy via the Special Educational Needs register – this is maintained on a secure network and password protected on the system. Amendments to the list are uploaded electronically to the staff network.

Admission Arrangements

The Academy adheres to the admission policy of its Funding Agreement. MEA follows the Manchester Council Admissions Policy and so neither limits nor promotes access for students with special needs, with or without an Educational Health Care Plan (EHCP).

Students with Specific Needs

Where students have a specific identified need and have been allocated specialist provision the SENDCo will co-ordinate this provision – ensuring it is delivered by experienced staff for students who experience difficulties in:

- i** communication and interaction
- ii** cognition and learning
- iii** sensory or physical
- iv** social, emotional and mental development

Allocation of Resources

The allocation of resources is overseen by the Principal and Governors at MEA.

Decisions about the resourcing of SEND are made on the following guiding principles:

- i** the needs of students
- ii** current working knowledge of the whole Academy staff relating to SEND issues
- iii** ongoing evaluation of best value
- iv** annual SEND budget allowance of cash grant statement and devolved funding
- v** ongoing Government directives

Identification, Assessment Record Keeping and Review

All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.

At the heart of the work of every class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Special individual arrangements may be necessary for some children.

The cycle of monitoring, assessment, review and record-keeping is in line with the Code of Practice (CoP) for SEND and follows the Academy assessment cycle.

The SENDCo will maintain a list of students where provision is made that is 'additional to' and 'different from' that which the majority receive. Information about these students is recorded in the SEND register and incorporates the provision map which is held on the Academy secure system. All students' records are kept in a locked secure office at all times.

Students who are identified as having SEND are designated in 2 ways:

- i SEND support (K)
- ii Education and Health Care Plan (E)

For a more detailed understanding of each designation see end of this policy.

Initial Identification

Information is gathered as outlined in the CoP in order to make appropriate provision to meet the individual student's special educational needs.

Information comes from a variety of sources some of which may come from:

- i the liaison with a student's primary school (in Years 5 and 6)
- ii Academy open evenings and other appointed visits
- iii Parents at consultation events and individual contact (Academy-parent or parent-Academy)
- iv Subject teachers, support staff and Form Tutors
- v External agencies and services
- vi The student themselves on a daily basis and during review sessions
- vii Regular assessment

Assessment of Need to Determine Appropriate Provision

The SENDCo will collate data received from various sources to determine the designation and provision which will be ascribed to each student as they join and move through the Academy.

The SENDCo will make every effort to work closely with students, teachers, parents, the LA, Social Services and National Health Trust teams using the information they provide to best enable or facilitate each student's inclusion, access and entitlement to the mainstream curriculum.

The SENDCo will consider each student individually and decide on the appropriate level of provision.

Student data, both quantitative and qualitative, is monitored by the SENDCo and used to facilitate conversations about how to differentiate their subject curriculum to meet student needs.

Teaching Assistant support will be identified and targeted for students within class, under the

direction of the SENDCo or the subject teacher, recording student performance and progress towards targets. Teaching Assistants will consult with and inform the subject teachers of student progress informally as and when required.

The monitoring of student performance and progress towards targets is ongoing and shared informally with the student at any time by the SENDCo and Teaching Assistants. Targets may then be adapted as necessary.

Curriculum Access and Inclusion

Upon entry to MEA all students are placed into a mixed ability tutor group and are offered a broad, balanced and differentiated curriculum across both key stages. Students study the different subjects either in 'mixed ability' classes or sets (ability groups) according to current Academy policy for that subject.

To accommodate students who are designated as having special educational needs, the SENDCo may recommend that the Academy makes provision for:

- i specialist teachers and/or Teaching Assistants to provide support enabling the student appropriate access to the curriculum via in-class, small group and individual tuition
- ii timetable adaptations where logistically possible, in order to accommodate very specific needs; specialist equipment (purchased via departmental budget) or being part of the Foundation Learning cohort. (For detailed understanding of what Foundation Learning includes, see end of policy.)

The Academy aims to include all students with special needs into all the activities of the Academy as far as it is appropriate. However, and only in the best interests of the individual, there may be occasions or periods of time when the provision made is withdrawal from some mainstream lessons for specialist intensive programmes to be taught. Parents and students will always be involved in discussion when these situations arise and the student's welfare will be the main factor considered when such decisions are taken.

Foundation Learning

During transition to MEA, the SENDCo will arrange meetings with the primary SENDCo to discuss all low ability/SEND students. If students meet specific criteria they will be placed into our Foundation Learning cohort. In Foundation Learning, they will receive intensive/specialised teaching around Literacy and Numeracy. A place in Foundation Learning is not fixed, and following regular assessments and close monitoring of all cohorts across the Academy, a student may move in or out of this provision.

Provision Waves

Wave 1: Universal High Quality Teaching

All children are entitled to high quality teaching. This is also described as "universal provision". Some children may, at times, be taught in small groups or in a one-to-one situation to support their learning. Teachers are often skilled at adjusting their teaching to

suit differences in learning. Additional SEND teaching informs and supports universal high quality teaching.

Wave 2: Targeted SEN provision

Some students receive additional SEND provision from well- trained staff who are highly effective: this is a specific, time limited, evidence-based intervention for students who are not making good progress due to a special educational need. The Academy has developed professionals within school (or through outside agencies) who can support these students. The student's response to the intervention will provide teachers with an indication of how significant the SEND is likely to be. There are a very small number of children who will continue to need support on a long-term basis and have persistent needs. These children may face challenges to reach expected standards in literacy though they can excel in other areas and are likely to be taught as part of the Foundation Learning group.

The decision to provide targeted provision is based on how well the student is doing and how far behind they are compared to their age group. The pace of this type of intervention will suit some children who need a quick boost. The students who have greater difficulties in literacy and who are unlikely to catch-up with their age group through a targeted intervention will be provided with a more personalised intervention. However, a targeted intervention should not be seen as a stepping stone to more specialist intervention.

Wave 3: Specialist SEND provision

Needs are so individual that they require the skills of a specialist teacher or group of professionals to be involved. The majority of these students' time is spent in the mainstream classroom but their "additional and different" provision is highly personalised and closely monitored. The class/subject teachers are clear about how to encourage independence and boost the self-esteem of these students. This provision may come from within the school or from outside the school (i.e. a collaboration with other schools or the LA Local Offer).

Some of the features of specialist SEND provision are:

- Taught by a teacher/Teaching Assistant in a 1:1 situation
- Based on the needs of the child
- Highly structured so that the steps in learning are small and achievable
- Time-limited
- Designed to boost progress and help the child close the gap between themselves and their year group

Monitoring of Provision

The following information is available from the Academy in respect of the effectiveness of the support available for students with identified special educational needs. It is collated in the

form of a 'provision map'. Information is gained from monitoring and evaluation via observations of:

- i small group/individual teaching
- ii in-class support
- iii use of differentiated teaching, resources and specialist equipment
- iv target setting within subject area
- v student progress within subject area
- vi whole class/group teaching

Partnership with Parents

Parents are viewed as partners in their child's education and are kept fully informed. Parents will be contacted directly by the SENDCo should there be any cause for concern in their child's progress, behaviour or educational provision within the Academy.

The process for contact with parents in respect of students who have special educational needs will be:

- i The SENDCo to discuss with parents their child's needs and appropriate provision
- ii Parental participation in the scheduled cycle of reviews of their child
- iii The SENDCo will initiate additional meetings, where appropriate, when there may be a concern over the student's progress
- iv The SENDCo to meet with parents where a request for formal assessment is to be made
- v In addition to the reviews/parents' consultation evenings, those parents who have a child with an EHCP will be participants in a scheduled Annual Review meeting

Students at MEA are encouraged to take part, voice opinion and take responsibility for their own learning. Students with SEND will be appropriately supported by the Inclusion team in these endeavours and the SENDCo will become the student advocate if necessary.

Links with other Mainstream Schools

MEA has links with its partner Primary schools. Currently, these involve induction for students who are moving to MEA and Primary/Secondary liaison meetings and there is a structured transition programme with the feeder schools. The SENDCo attends SEND cluster meetings for Manchester.

There are also established links with Partners (Manchester Airport, Wythenshawe Community

Housing Group, Manchester College), Piper Hill Specialist Support School, Manchester United, Lloyds and Accenture.

Queries and Complaints

The SENDCo operates an 'open door' policy for parental participation in all aspects of their child's education. Parents are encouraged to telephone the SENDCo at any time if they have anything that they wish to discuss.

MEA considers that all parents are partners with the Academy and are welcome to query decisions made by the Academy through the designated channels as laid down in other Academy policies.

Please refer to Academy complaints procedure if required.

If parents and carers want to make an admissions appeal the contact details are:

Independent Appeals Service
PO Box 532
Town Hall
Manchester
M60 2LA

0161 234 3038

Information Regarding Statutory Assessment – EHCP Process

Statutory Assessment Team
Children's Services
1st Floor
Universal Square
Devonshire Street North
Manchester
M21 6JH

0161 245 7439

SEND@manchester.gov.uk

Information, Advice and Support (IAS) Manchester

IAS
Westwood Street Centre
Westwood Street
Moss Side
M14 4PH

0161 209 8356

parents@manchester.gov.uk

Assessment of Needs

These sources could include:

- i** Information from feeder schools via the Student Information Monitoring System (SIMS), SISRA, liaison visits, transitional reviews
- ii** SATs scores
- iii** Academy assessment procedures

Students whose National Curriculum SATs levels are 3 or below may be given one, or a combination of, the following interventions:

- i** Literacy and numeracy assessments
- ii** Further specific diagnostic assessment of some of the cohort identified previously, using standardised testing, e.g. WIAT II, NARA II, CELF-R
- iii** Subject area interventions
- iv** Student referrals (self, parent or teacher)
- v** Assess, plan, do, review and record-keeping in line with the school's organisation of the Code of Practice (CoP) for SEND
- vi** Specific literacy/numeracy interventions by literacy and numeracy specialists
- vii** Foundation Learning cohort

The data gathered from any of the above is shared with teachers in order that they may fully differentiate their subject curriculum to meet student needs.

SEND Designations

'SEND Support' Identification

As for SEND support, the trigger for SEND support could be that, despite receiving an individualised programme and/or support, the student:

- i** continues to make little or no progress in specific areas over a long period
- ii** continues working at National Curriculum levels substantially below that expected of students of a similar age
- iii** continues to have difficulty in developing literacy or mathematics skills
- iv** has social, emotional or mental difficulties which substantially and regularly interfere with the student's own learning or that of a class or group despite having an individualised programme

- v has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- vi ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning

The Learning Support department makes every attempt to work closely with students, parents and the LA (contracted services), the Children's Services and National Health Trust teams. The information provided by them, is used to inform the SENDCo as to what modifications to the physical features of the Academy and/or its curricular materials are required to both fully include and facilitate each student's access and entitlement to a mainstream curriculum. This is documented in various formats as befits the nature of difficulty. The department considers each student individually and decides whether provision made remains at SEND support or students have made significant improvements and are removed from the SEND register.

Education Health and Care Plan Identification

In considering whether an EHCP needs assessment is necessary, the Academy will consider whether there is evidence that despite taking relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, the child or young person has not made expected progress.

To inform the Academy's decision we will pay particular attention to:

- evidence of the child or young person's academic attainment (or developmental milestones in younger children) and rate of progress
- information about the nature, extent and context of the child or young person's SEND
- evidence of the action already being taken by the Academy to meet the child or young person's SEND
- evidence that where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
- evidence of the child or young person's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies, and
- where a young person is aged over 18, the Local Authority must consider whether the young person requires additional time, in comparison to the majority of others of the same age who do not have special educational needs, to complete their education or training. Remaining in formal education or training should help young people to achieve education and training outcomes, building on what they have learned before and preparing them for adult life.