



Manchester
Communication
Primary
Academy

Manchester Communication Primary Academy

SEN Information Report

Approval History

This document has been prepared within	Manchester Communication Primary Academy (MCPA)
Date of last review	Sep 2023
Date of next review	Sep 2024
Date of Approval	8 th November 2021
Status	Approved
Person Responsible for Policy	Headteacher
Owner	MCPA
Signature of Approval	<i>Signed copy on file</i>

Revision History

Revision Date	Summary of changes	Owner/Editor

SEN Information Report

September 2023

SENCO: Alice Hall

SEND Governor: Laura Blackledge

Whole Academy Approach:

Manchester Communication Primary Academy is a new academy which opened its doors in 2014. We are an inclusive mainstream academy with 2 form entry classes from Nursery to Year 6. There are currently 456 children on roll. We are committed to providing a broad curriculum for all children.

Children are taught an innovative, engaging and challenging curriculum in some semi open-plan spaces. All children, including those with SEND, are supported to make the best possible progress.

The building is a relatively new build, being purpose built and opening its doors in 2015. The academy has two floors with lift access and disabled toilets with particularly good access to the ground floor. Teaching spaces are semi open-plan and therefore easily accessible. Over the years, more walls have been built to support children with a variety of additional needs which has now provided us with smaller spaces for interventions or nurture groups.

All children are offered Quality First Teaching in the first instance. We follow a policy of early identification when it comes to children with additional needs. This is done through an internal referral process called the Pupil Support Forum. This is instigated by class teachers referring and involves a panel made up of the SENCo, Deputy Head for Inclusion, Deputy Head for Quality of Education and a member of the safeguarding team. The Pupil Support Forum meet half termly and discuss concerns raised by teachers and what the appropriate level of support would be for them. Part of this process is to involve parents as early as possible as they are key to identifying need and it is essential that they are informed of what is happening with their child in school. We then work collaboratively across school and with wider agencies to ensure that children achieve their full potential. Following on from the Pupil Support Forum, strategies are put in place to support the child internally. These are reviewed regularly, making alterations where needed and assessing whether support is effective or not.

If it is then felt that the child needs a higher level or continued targeted support, the child would be added to the SEN register and assigned to an MCPA tier (see table below). A Personal Learning Plan (PLP) will be created to ensure that the child has their small steps of progress identified and that they are receiving the provision they need. These are reviewed no less than 3 times a year, with new actions being decided at each point. It is important to have the input of parents and carers, as well as teachers at each review point. If further support is required, we may refer to our Speech Therapy Service, an Educational Psychologist, or any further relevant professional. Parental permission will always be obtained prior to referral.

Level	What they need to support their learning.	What this might look like for the pupil.
Concerns	<ul style="list-style-type: none"> Referral to Pupil Support Forum detailing concerns and what has been done for the child. 	
Monitoring	<ul style="list-style-type: none"> Quality First Teaching within their class. 	<ul style="list-style-type: none"> Pre-Teaching Additional support during lessons
Tier 1	<ul style="list-style-type: none"> Quality First Teaching within their class. Class based interventions 	<ul style="list-style-type: none"> Pre-Teaching Additional support during lessons. Adapted targets set to enable child to meet their smaller steps of progress which build up to Key Stage expectations.
Tier 2	<ul style="list-style-type: none"> Quality First Teaching within their class. Class based interventions Inclusion Team Interventions 	<ul style="list-style-type: none"> Pre-Teaching Additional support during lessons. Adapted targets set to enable child to meet their smaller steps of progress which build up to Key Stage expectations. Interventions such as SALT or ELSA where a child is taken out of their class.
Tier 3	<ul style="list-style-type: none"> Significant external interventions or specialist provision. 	<ul style="list-style-type: none"> An entirely individualised curriculum delivered in a separate setting to the classroom, and sometimes school, environment.

SEN Needs:

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Speech, Language and communication

For children experiencing difficulties with speech, language and communication, we have a speech therapist twice a week. Younger children complete a Wellcomm screener on entry to the school, and engage in subsequent targeted activities in order to enhance their language skills early on and to further support our policy of early identification. We also have two specialist ELKLAN trained TAs who are able to carry out interventions.

2. Cognition and learning

We have a number of interventions taking place throughout the day. Some of these are class based such as maths and literacy boosters, carried out by the class teacher or teaching assistant. Some, more specialised, interventions are delivered through the inclusion team. These would be classed as Tier 2 interventions and include dyslexia interventions and other specialist programmes. We follow the inclusive ethos that children should receive adapted teaching within their lessons in order to meet their targets, however, some children may need to be taught in a small group for certain curriculum areas.

3. Social, emotional and mental health

We use a number of social skills interventions to support the Social, Emotional and Mental Health of our children. Children may work in small groups using social stories, or

work with a TA at certain times to ensure they get the best from their learning. Where appropriate, we also offer children time with our intervention trained school dog, Glitch. Older children enjoy time to read specialist childrens' books which focus on various aspects on a child's wellbeing and teaches them how to deal with situations from the perspective of the characters.

Universal mental health provision in the school is extensive, this includes directly taught aspects in the personal development curriculum; mental health champion training for all Y5 children; well-being Wednesday activities and daily emotional check-ins with follow up. Class-based staff complete a 'wellbeing screen' of children bi-weekly, in which they score children for a range of wellbeing indicators. This data can be used by the pastoral team to identify any trends, changes and potential needs before their presentation is obvious.

Some children may require the academy counsellor to enable them to work through any issues. We are working through the nurturing schools programme and anticipate being successful in the assessment for this, this academic year.

4. Sensory and/or physical needs

As an inclusive school, our building is entirely accessible for children with sensory or physical needs. We have the use of a hoist and a changing bed where necessary, and a lift to move between floors. We offer a variety of equipment to support the children, for example; noise cancelling headphones, fidget toys and sensory play equipment. We take advice from the Physiotherapists and Occupational Therapists who are working with the children before carrying out any interventions.

As of September 2023, we have 86 children receiving some form of SEND Support, 11 of these with an Educational Health and Care Plan. At time of writing, we have 30 children on the monitoring list.

SEN Provision

Our approach to identification and assessment of Special Educational Needs is set out in our SEND Policy dated September 2023. We have set out below a summary of information on the academy's approach to SEND which covers the following areas:

- Teaching pupils with SEND
- Adapting the curriculum and learning environment for pupils with SEND
- How additional support, equipment and facilities are made available for pupils with SEND
- Assessing and reviewing the progress of pupils with SEND
- Promoting inclusion between all pupils regardless of whether they have SEND
- Supporting the Social, Emotional and Mental Health development of SEND pupils (including additional pastoral support arrangements)
- Evaluating the effectiveness of our SEND provision

Where the academy needs additional support or expertise to meet the needs of a pupil with SEND, it may be necessary to call upon support from external agencies for example; the Local Authority, Occupational Therapy, CAMHs, Speech and Language Therapy and Educational

Psychologists. Our approach in such situations is to ensure that the parents are fully informed, have given their views on the situation and have given consent before contacting other professionals. In all circumstances, we endeavour to organise a meeting with the parents and the professionals involved to ensure all views are heard.

Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
PLPs sent out.	SENCO, Inclusion team, Parents	Once a term
Weekly Parent meeting if necessary for certain children with an EHCP.	SENCO, a member of the inclusion team	Once a week
Invitation to meetings with outside agencies.	SENCO, Inclusion team member, Class Teacher	Where necessary.
Team around the child meeting/annual review	Anyone involved with the child's education/well being.	Once a year for an EHCP review or when applying for an EHCP.
Pupil Support Forum	SENCO, Deputy Head for Inclusion, Deputy Head for Teaching and Learning, a member of the safeguarding team.	Once a half term

There are external support services available for parents of children with SEND. The contact details for these services are set out below:

The Information, Advice and Support service Manchester (IAS)

0161 2098356 (weekdays from 10am-3pm)

Staff contacts and development

The SEND provision within our academy is co-ordinated by the SENCO and the Deputy Head for Inclusion. Our SENCO is Alice Hall who can be contacted at the academy by email alice.hall@mca.manchester.sch.uk

We are committed to developing the ongoing expertise of our staff. We have current expertise in our academy:

Member of staff	Area of expertise	Level
Mrs Hall	Early Years/Speech and Language	SENDCo
Mrs Torkamani	Speech and Language EAL	Lead TA Speech and Language
Miss Wilson	SEMH	Lead TA Behaviour
Miss Howse	Sensory/Autism	Tutor
Mrs Riley	SEMH	TA/ Forest Schools Lead
M	Physical Disability	TA

We are also fortunate enough to be supported by ND and JP (Both LSA) who act as technicians and assist with hoisting and physiotherapy.

Our Communication TA has undertaken ELKLAN training. This is a specialist Speech and Language course which enables Level 3 and above TAs to complete specific speech interventions.

Deployment of Resources

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

We have a large team of Teaching Assistants throughout the academy. Each class has a Teaching Assistant based in their class to support the needs in the classroom. We also have an inclusion team which comprises of 4 Teaching Assistants, 1 Tutor and 2 LSAs. The Inclusion team deliver interventions which require a more specialist approach to children throughout the school.

Some of our children who have an Educational Health Care Plan require 1:1 support at certain times during their day. We therefore have some Teaching Assistants who operate on a 1:1 basis. This however, is a minority of pupils. Where possible, we feel that it is beneficial for children to work with a variety of adults during their school day. For this reason, we ensure that children spend the majority of their day integrated into their classes with TA support. This is continuously monitored to ensure that children are receiving the correct level of support.

We offer some of our Early Years and lower Key Stage 1 children our NEST provision. This is a small, more specialist group that provides curriculum that meets needs and safe space for them to be.

For our Key Stage 2 learners with significant additional needs, we offer the DEN provision. This again is a smaller, more specialist learning space which allows children to access learning that is appropriate to their level of need.

Children with SEN or disabilities may, from time to time, require access to different equipment or facilities. We aim to support these needs following an evidence based approach, utilising internal and external resources. We have an accessible changing bed and hoist which is always operate by 2 fully trained members of staff. This ensures safety and complies with the academy's intimate care policy.

Academy Partnerships and Transitions

The Academy works with a number of external partners including: Lancasterian Outreach Service, CAMHs, Early Help, One Education, Rhodney House, Catalyst and Camberwell Park. Extending our academy approach, we commission services by using an outcomes-based approach. We believe this has benefited our children/young people and their families in the following ways:

- Specialist advice and support where necessary.

- Support for Statutory Assessment if needed.
- Ensuring that all children have the support they require.

The Academy works closely with the local authority which retains a strategic role across its area to support SEND provision. Details of that support are set out in the local authority's local offer which can be found at –

<https://hsm.manchester.gov.uk/kb5/manchester/directory/localoffer.page?localofferchannel=0>

Complaints

Our complaints procedure is located here: <https://www.mcpacademy.co.uk/policies> . Please note that appeals and complaints about decisions taken by the local authority should be made to that body. The academy's complaints procedure cannot be accessed to resolve such complaints.

Complaints regarding a child with SEND's support and provision, should be directed to the academy's SENDCo in the first instance, as per the complaints policy. Support will be provided for any Parent/Carer making a complaint who themselves have Special Educational Needs and/or a disability. Additional support can also be accessed via www.sen-help.org.uk

Challenges this year

Last year we had several successful applications for statutory assessment, where children received Educational, Health Care Plans. However, challenges for our academy have included an increase in the number of children who require a significant level of support to be able to successfully complete a day in the academy. These children are towards the end of the graduated approach, and we have more applications going through for Educational, Health Care Plans this year.

During this academic year, the priority is to ensure the early identification of children's needs and to use this information to coordinate the correct support needed. Historically, the availability of educational psychology has been a barrier to this. In response, the academy has sourced and funded additional EP services from another provider (Catalyst) in addition to One Education.

Further development

Our strategic plans for developing and enhancing SEND provision in our academy next year include; the development of the interventions records and measuring the impact in order to ensure that progress is well documented and therefore we can identify any gaps quickly, tracking the attainment data of keep groups of children with SEND and ensuring that they have a means to progress further.

The Inclusion Team, class teacher, classroom TAs, Lead TAs and the SENDCO will ensure that the children with SEND, will make the necessary progress. Each child will have at least 1 PLP target

relevant to progress in core subjects. They may inform interventions for other TAs or teachers to complete or flag up any issues.

Over the past couple of years our school dog has had a positive impact on some of our children with emotional and behavioural needs as well as sensory needs. The dog has a significant calming effect when children are upset or distressed. They have had the opportunity to sit, stroke and talk to the dog. This also supports children with sensory needs. We have a new dog in school this year who is going through training to ensure he can deliver the same high quality interventions. Research suggests that dogs in schools help to reduce anxiety and depression whilst also giving children something to look forward to when coming in, therefore increasing attendance. Dogs can also help with teaching children to read aloud so they feel confident as the dog is non-judgemental.

This year, we will be focusing on accessibility and inclusivity for our children with SEND during PE and sports activities. We will continue to follow support and guidance from local outreach services.

Relevant academy policies underpinning this SEN Information Report include:

SEND Policy

Behaviour Policy

Safeguarding Policy

Intimate care policy

Legislation and Guidance taken into account when compiling this report include:

- Children & Families Act 2014
- SEND Regulations 2014
- Equality Act 2010
- Mental Capacity Act 2005
- SEND Code of Practice 2015

Date presented to/approved by Governing Body:

Date of next review: September 2024