



Manchester
Communication
Primary
Academy

Manchester Communication Primary Academy

SEN Information Report

September 2026 – April 2027

www.mcpacademy.co.uk

1. The kinds of special educational needs for which provision is made at the school

Manchester Communication Primary Academy is an inclusive mainstream academy providing for children with SEND across the four broad areas of need:

1. **Speech, Language and Communication Needs (SLCN)** – including speech and language difficulties, supported through speech therapists, Wellcomm screening and ELKLAN-trained staff.
2. **Cognition and Learning** – including literacy and maths difficulties, dyslexia and other learning needs, supported through adaptive teaching, interventions and specialist programmes.
3. **Social, Emotional and Mental Health (SEMH)** – supported through social skills interventions, ELSA, Place2Be mentors and counsellors, social stories, pastoral support and counselling.
4. **Sensory and/or Physical Needs** – supported through an accessible environment, specialist equipment, Occupational Therapy, Physiotherapy and individualised interventions.

The academy also has a mixed-age additional resource provision, including the **NEST and Fledgling provisions**, for children requiring a more specialist educational environment.

2. Policies for the identification and assessment of pupils with SEND

The academy's approach is based on **early identification**. All children receive Quality First Teaching initially. Where additional needs are identified:

- A referral is made to the SENDCo.
- The child is observed and a book look may be undertaken.
- The child may be placed on a monitoring list.
- Parents are involved as early as possible.
- Strategies and support are implemented internally.
- The effectiveness of support is reviewed regularly and adjusted where necessary.
- Where a higher level or continued targeted support is required, the child may be placed on the SEND register and assigned an MCPA tier.
- A Pupil Support Plan (PSP) is created, identifying small steps of progress and required provision.
- Specialist advice or assessment may be sought, with parental consent.

The academy's full approach is set out in its **SEND Policy dated September 2025**.

3. Policies for making provision for pupils with SEND

(a) How the school evaluates the effectiveness of provision

Support strategies and interventions are reviewed regularly to assess whether they are effective, with alterations made where necessary. PSPs identify small steps of progress and are formally reviewed at least twice each year. Support and deployment of staff are also continuously monitored.

The academy uses an outcomes-based approach when commissioning external services and continually reviews specialist provision, including the NEST and Fledgling classes.

(b) Arrangements for assessing and reviewing progress

Progress is monitored through:

- Regular assessment by teachers.
- PSP targets and small steps of progress.
- PSP reviews at least twice a year.
- Termly reports to parents.
- Parents' evenings twice yearly.
- Team Around the Child meetings and annual reviews for pupils with EHCPs.
- Regular review of individual support and interventions.

Parents and relevant staff contribute to review processes, and parents can add comments electronically to their child's plans.

(c) The school's approach to teaching pupils with SEND

The academy provides **Quality First Teaching** for all pupils. Its approach emphasises:

- Adaptive teaching within mainstream lessons.
- Teaching targeted to individual needs and targets.
- Class-based interventions.
- Small-group teaching where appropriate.
- Specialist Tier 2 interventions.
- Support from teaching assistants and the Inclusion Team.
- Specialist provision for pupils who cannot access a mainstream classroom environment.

Where possible, pupils are integrated into their mainstream classes and work with a variety of adults to promote independence and inclusion.

(d) How the curriculum and learning environment are adapted

The academy adapts teaching and the environment according to individual needs. This includes:

- Adaptive teaching in lessons.
- Small-group teaching where required.

- Individual targets and personalised PSPs.
- Autism-friendly specialist spaces.
- Broad and balanced specialist curricula designed around independent targets.
- Large, accessible teaching spaces.
- Wheelchair access.
- Lift access and disabled toilets.
- Smaller rooms for group work.
- Sensory equipment and specialist resources.

The NEST and Fledgling provisions have been developed with advice from Educational Psychology, Speech and Language Therapy and Occupational Therapy.

(e) Additional support available

Additional support includes:

- Teaching assistants in every class.
- A specialist Inclusion Team.
- Specialist interventions.
- Speech and language therapy.
- ELKLAN-trained staff.
- ELSA support.
- Place2Be mentors and counsellors.
- Occupational Therapy.
- Physiotherapy advice.
- Educational Psychology.
- One-to-one support at specific times where required by an EHCP.
- NEST and Fledgling specialist provision.

(f) Enabling pupils with SEND to engage in school activities alongside other pupils

The academy promotes inclusion and seeks, wherever possible, to ensure that pupils with SEND are educated and participate alongside their peers.

The building is accessible, with wheelchair access, lift access and disabled toilets. Pupils receiving additional support are generally integrated into their mainstream classes for the majority of the school day. Specialist support is provided where necessary to enable participation.

The academy specifically identifies promoting inclusion between all pupils as part of its SEND provision.

(g) Support for emotional, mental and social development

The academy provides extensive SEMH and pastoral support, including:

- Social skills interventions.
- Individual ELSA support.
- Place2Be mentors and counsellors.
- Social stories.
- Small-group support.
- Specialist wellbeing books and activities.
- Personal development curriculum.
- Wellbeing Wednesday activities.
- Daily emotional check-ins and follow-up.
- Weekly pastoral huddles.
- Access to academy counselling.
- A nurturing approach based on the Nurturing Schools Programme principles.

4. Name and contact details of the SENDCo

SENDCo: Alice Hall

Role: SENDCo / Assistant Headteacher

Email: alice.hall@mca.manchester.sch.uk

5. Expertise and training of staff and how specialist expertise is secured

The academy is committed to developing the ongoing expertise of its staff. Current expertise includes:

- Speech and Language Therapy.
- SEND and Early Years.
- Sensory needs and Autism.
- Speech, Language and EAL.
- SEMH and Autism/PDA.
- Physical needs and intimate care.

The academy also has **three members of staff trained in ELKLAN**, enabling specialist speech and language interventions.

Where further expertise is required, the academy works with external specialists and agencies, including Speech and Language Therapists, Educational Psychologists, Occupational Therapists, CAMHS and Local Authority services.

6. How equipment and facilities are secured

The academy uses an **evidence-based approach**, drawing upon both internal and external resources to secure appropriate equipment and facilities.

Available facilities and equipment include:

- Accessible changing bed.
- Hoist, operated by two fully trained staff.
- Lift access.
- Disabled toilets.
- Wheelchair-accessible spaces.
- Noise-cancelling headphones.
- Fidget toys.
- Sensory play equipment.

Advice from Physiotherapists, Occupational Therapists and other professionals is used to identify and implement appropriate interventions and equipment. The academy also identifies specialist equipment purchases as part of the continuing development of its provision.

7. Arrangements for consulting and involving parents

Parents and carers are central to the academy's SEND approach. Arrangements include:

- Early involvement during identification of needs.
- Parents contributing to PSP reviews.
- PSPs shared electronically, allowing parents to add comments.
- Individual meetings with the SENDCo where necessary.
- Termly reports.
- Parents' evenings twice yearly.
- Invitations to meetings with external agencies.
- Team Around the Child meetings.
- Annual EHCP reviews.
- Parental views and consent before referrals to external professionals.

8. Arrangements for consulting and involving pupils with SEND

Involving parents and learners in dialogue is central to our approach. Our individual needs and targets are considered through PSPs and personalised provision.

Where developmentally appropriate, pupils are involved in the process of designing their support plans. This includes sharing what they enjoy and dislike about school and learning; setting appropriate targets and selecting the resources and approaches to best support them.

All PSPs include a section which captures pupil voice, as do all EHCP reviews and TAC meetings. This is generally conducted with a member of staff who is well known to the child.

Pupils are supported through individualised targets, interventions and provision designed around their needs.

9. Arrangements for complaints

Complaints relating to SEND support and provision should be directed to the **SENDCo in the first instance**, in accordance with the academy's complaints policy.

The academy's complaints procedure is available through its policies section. Appeals or complaints about decisions made by the Local Authority should be directed to the Local Authority.

Additional support is available for parents or carers making a complaint who themselves have SEND or a disability.

10. Involvement of other bodies

The academy works collaboratively with a range of external agencies and partners to meet pupils' SEND needs and support families.

Partners include:

- Local Authority services.
- Speech and Language Therapy.
- Occupational Therapy.
- Educational Psychology.
- CAMHS.
- Early Help.
- Lancasterian Outreach Service.
- Manchester Sensory Support Service.
- One Education.
- Rodney House.
- City of Manchester Learning Partnership.
- Connect AP.
- Improving Young Lives.

- Catalyst.

The academy seeks parental views and consent before contacting external professionals and endeavours to arrange meetings involving parents and professionals so that all views are heard.

11. Contact details of support services for parents

The report identifies the following service:

Information, Advice and Support Service Manchester (IAS)

Telephone: 0161 209 8356

Availability: Weekdays, 10am–3pm

12. Arrangements for supporting pupils through transitions and preparation for adulthood

Considerable planning and preparation goes into deploying support staff to help children:

- Achieve the best possible outcomes.
- Gain independence.
- Prepare for adulthood from the earliest possible age.

The academy works with a range of external partners and transition-related services, including outreach services and specialist agencies, to ensure children receive appropriate support.

The SENDCo works closely with the EHCP Coordinator and outreach teams to review individual needs and consult appropriate settings where specialist placements or transitions are required.

13. Where the Local Authority's Local Offer is published

The Manchester Local Authority Local Offer is available through the Manchester Local Offer website.

[Manchester Local Offer](#)