



Co-op Academy  
North Manchester

## Coop Academy North Manchester

### Special Educational Needs and/or Disabilities (SEND) Information Report

Date: 10<sup>th</sup> June 2018

#### Glossary of Key Terms

Below is a list of some of the terms used in this report and what they mean:

- **SENDCO** is the special educational needs co-ordinator in the academy.
- The **SEND register** is simply a list the pupils who have special educational needs and disabilities so that the academy can monitor the provision being put in place for the pupils. Pupils can come on and off the register at any time.
- **Education Health Care Plans or EHCPs** (used to be known as Statements of special educational need) are for children and young people aged up to 25 who need more support than is available through special educational needs support normally provided in school. They identify educational, health and social needs and set out the additional support to meet those needs. There is a process involved in requesting an EHCP assessment that may include getting assessment reports from school, parents, the pupil, educational psychologist and medical people. There is an annual review of an EHCP.
- **Quality First Teaching** is the notion that high-quality teaching in lessons will meet almost all pupils' needs well because teachers will tailor the teaching to different pupils' needs.
- **Differentiation** is part of quality first teaching and means that pupils may be given different tasks or goals to others, have them presented in different ways or have more adult support in the lesson.
- **Interventions** are focused teaching programmes designed to enhance a pupil's knowledge, understanding or skills. They can take place within a lesson or outside of the lesson. They can be for one pupil or for a group of pupils. They run for a set period when it is anticipated the pupil will have accelerated their learning. They can be run by teachers or teaching assistants. They can cover any aspect of learning but are often to do with enhancing literacy and numeracy skills.
- **Access to Learning Plan** is a plan for a SEND pupil's learning that supplements what the teacher has planned in lessons. They most often are compiled by the SENDCO and given to teachers to inform them about the pupil's needs, the objectives being set and how best to meet these. They are reviewed regularly.
- A **Provision Map** is a list, most often kept by the SENDCO, of all the interventions and other services used by the academy to meet the needs of pupils with SEND. It is an at-a-glance tool for the SENCO to use when checking what the academy has provided for the pupil.

## **INTRODUCTION**

This report explains how the academy has implemented its special education needs and disability policy in the academic year 2017-18. It is a requirement of the Children and Families Act 2014 that the academy provides a report annually.

The SEND department is overseen by the Vice Principal responsible for Inclusion and the Special Educational Needs and Disabilities Coordinator (SENDCo).

Below is a list of requirements for parents and carers who are concerned about provision in school for their children.

### **1. What kinds of special educational needs do we provide for in our school?**

The Coop Academy North Manchester is a safe and inclusive academy that demonstrates both our values and those of the Co-op Trust through its approach to education.

Pupil needs can vary over a period of time: some pupils have greater and more consistent needs than others, however, we pride ourselves on knowing our pupils as individuals and being able to provide quality first teaching and learning and pastoral support based on sound knowledge of each child, their needs and how to support them with any barriers to learning.

At Manchester Creative and Media academy we will make provision for pupils with the following 4 kinds of need:

- Communication and interaction (e.g. communication difficulties including young people with autism)
- Cognition and learning (e.g. difficulties with memory or processing)
- Social, mental and emotional health. (e.g. including anxiety)
- Sensory and/or physical (e.g. hearing, visual and physical difficulties)

We currently have 17 pupils with Educational Health care plans. We have 5 pupils within the academy that are non-ambulant pupils who we support with the day to day logistics of moving around the building, for example with the use of a buddy system, or early release from the classroom.

We have a number of pupils diagnosed with autism who are supported with their communication and interaction with other pupils and adults.

We help to diagnose and support pupils with cognitive and learning difficulties ensuring they have the correct support, for pupils who may have a specific learning difficulty for example dyslexia, dyspraxia, poor working memory, or difficulties with the recall and retention of information.

## **2. How do we know if your child needs extra help?**

To identify pupils with Special Educational Needs or Disability (SEND), Coop Academy North Manchester has a range of approaches.

During the transition period from Year 6 to high school we will work closely with the primary schools to ensure that the correct information about your child is passed onto the academy. This will be done by visiting the feeder school and meeting with the Year 6 teacher and SENDCo, we will also meet the pupils who are on the SEND register. If it is felt that it is appropriate and will be beneficial we will hold extra transition afternoons for pupils who may find the transition period difficult ensuring that they are well supported throughout the process. In addition to this, the academy carries out additional tests on entry to the academy, including those pupils who join the academy mid-year.

Teachers, associate staff, parents/carers and pupils themselves often notice a difficulty with learning in the first instance. Within the Academy we use a range of evidence collected through normal school assessment and monitoring arrangements to identify learners. If these assessments indicate that the learner is not making the expected progress, a referral can be made to the SEND department.

A member of the SEND staff will consult with the pupil, parents/carers and teachers. Evidence from these consultations and/or standardised assessments will help us to decide if additional and/or different provision is necessary.

Pupils are referred to the SEND department for a number of reasons. These can be due to aspects which have been highlighted during the regular assessment processes or in lessons, or 'indicators' which may raise a need for further testing to screen for a diagnosis of dyslexia/dyspraxia. In addition to this, the academy has also sought additional advice and help from outside agencies such as the Educational Psychologist, Speech and Language Therapy, The Child and Adolescent Mental Health Service, local Special Schools and others. This has enabled some pupils to gain additional support from outside the academy's direct resources.

## **3. Who you speak to at the academy if you think your child might have special educational needs**

If you have concerns regarding your child's special educational needs your first point of call will be the SENDco Mrs Lea, she is available via telephone (0161 6811592) or email [jlea@northmanchester.coop](mailto:jlea@northmanchester.coop), you can also make an appointment to speak in person.

If you would like to speak to the Key staff who are involved in the day to day support of your child you would need to make an appointment where both the SENDco and supporting staff are available.

All information can be found on the Academy website within the SEND policy.

#### **4. How we consult with young people with special educational needs and involve them in their education**

Regular opportunities are planned to ensure that parents/carers and young people with SEND can express their needs, wishes and goals. This is done through the pupil centred review meeting.

Both parents/carers and pupils are asked to fill out a questionnaire before the meeting based around their likes, dislikes and aspirations for the future. This links to the targets that are set for the term and determines the type of provision needed for that term. Both pupils and parents/carers are informed via letter regarding interventions, this is an open line of communication and we respect and value the opinions of parents/carers.

The provision for our pupils with SEND is monitored and evaluated by the SENDCo in the same way that other departments are evaluated. This uses a range of evidence including pupil voice and feedback from parents/carers. It also means that we look at the regular assessment data teachers produce to allow us to check that pupils are achieving as well as they can do. If they are not, then we will do something about it.

Teachers check on pupil learning as a matter of course within lessons and will ask questions to see if they understand what they are learning.

We also ensure that our SEND pupils are represented on the student council and that pupil voice is carried out regularly with SEND pupils to make sure they are listened to and their opinions taken into account.

Our SEND pupils also have an input into their access to learning plan.

**Example of an Access to Learning Plan:**

CANM Access to Learning Plan 2018-19			
Name:	Form:	Key Worker:	Area of Need: ADHD/HI
<b>About Me:</b>	<p><b>Strengths:</b> I am good at discussing feelings. I feel I am very kind and have a wide circle of friends.</p> <p><b>Aspirations:</b> I would like to be an actor and author.</p> <p><b>Interventions to support me:</b></p> <ul style="list-style-type: none"> <li>• TA support</li> <li>• social communications group</li> <li>• literacy support</li> </ul>		
<b>Reading and Spelling Age:</b>		<b>Access Arrangements:</b>	
RA- 8.00		25% Extra time & reader	
SA-8.06			
<b>Barriers:</b>			
<ul style="list-style-type: none"> <li>• I find concentrating difficult and struggle socially</li> <li>• I have very low self-esteem and motor skills, I also struggle with level of independence</li> <li>• I have a poor working memory and I have low processing skills. These difficulties impact on all areas of my learning</li> <li>• I have loss of hearing in my right ear. I wear a hearing aid and rely on lip reading if someone is speaking to me</li> <li>• I need support to access reading and writing tasks.</li> </ul>			
<b>Strategies to Support Me:</b>			
<ul style="list-style-type: none"> <li>✓ Please sit me at the front so I can hear more clearly, also sit me where I can see the teacher to be able to lip read if needed</li> <li>✓ Use visual references wherever possible which may include pictures or objects</li> <li>✓ Please check I have understood an instruction by asking me to explain what I must do in my own words</li> <li>✓ Give me extra reassurance as I can get confused quite easily</li> <li>✓ Help me to write my homework in my planner and please make sure I understand what is being asked</li> <li>✓ Please could you provide me with a writing frame or template</li> <li>✓ Please differentiate written materials to an appropriate reading age so that I can join in the lesson as independently as possible</li> </ul>			

Progress:											
English (Target:)						Maths (Target:)					
HT1	HT2	HT3	HT4	HT5	HT6	HT1	HT2	HT3	HT4	HT5	HT6
Attendance:											
HT1		HT2		HT3		HT4		HT5		HT6	
My Targets:				Success Criteria:				Term 1 Review:			
<b>English:</b> To be able to structure a PEE paragraph				Evidence of writing a good PEE paragraph seen in books and assessments.							
<b>Maths:</b> To be able to add and subtract fractions and memorise the 7x& 8x tables				Evidence in books and assessments-progress noted by TA.							
To demonstrate increased self-awareness by participating in the Teenage Talk about programme.  Increase on task independence.				My teachers note that I am initiating more conversations in the group and in class.  Pupil will sustain on task independence for 15 minutes in each lesson.							

## **5. How we help you to support your child's learning**

There is an open line of communication between the academy and parents, if we have concerns regarding a child before adding them to the SEND register we would first require a meeting with parents/Carers to discuss our concerns and the way forward. A child will only be added to the SEND register with parental knowledge and permission.

From time to time we may require paperwork to be completed by parents/Carers, the SENDCo can offer help with completing these forms, however, they would require notice and an appropriate and convenient meeting time would be made available, in accordance with our communications policy.

We also hold SEND parent/carer workshops and are able to signpost parents/carers to a variety of agencies for support and to gather extra information.

If you require any information regarding SEND you can find advice and guidance from our SEND policy with links to the local offer from the Local education authority.

## **6. How we know what progress your children are making and how we keep you and them informed**

All pupils are assessed regularly as part of their lessons and these are reported to parents/carers on a termly basis. Each department meets to discuss the data received on pupil progress and how well children are doing. Any concerns will be shared with parents/carers by teachers and heads of department. There is a full report and a parent/carer evening once a year and the SENDCo is available, along with the Teaching Assistants linked to the child, to provide advice and address any concerns that you may have.

All pupils within the academy are monitored academically through a series of termly data assessments and by looking in pupil books. We look carefully for signs of underachievement and any concerns are shared. During this time pupils with SEND are monitored and tracked by the SENDCo and the progress is shared with parents/carers during the termly review meetings and parents' evening, these are scheduled into the academy calendar. These data are also checked by subject leaders so that we can swiftly respond to any underachievement.

During this time progress towards previous targets are discussed and the provision that has been in place to meet these targets and new SMART targets (specific, Measurable, achievable, realistic and time bound) are set for forthcoming term.

Pupils with an Educational Health Care Plan will have an additional annual review, the (local authority) LA will be informed of when the meetings are taking place and will have the option to attend. All paperwork will then be circulated to all persons attending the meeting within two weeks of the review taking place. All completed review paperwork will be circulated to all who attended alongside the LA within two weeks after the review. Any recommendations from that review will be followed up by the LA.

We currently have 17 pupils with an EHCP all have successfully completed their annual reviews in 2017/18 and recommendations have been monitored by the Local Education Authority.

## **7. How we have supported young people with SEND and adapted teaching to best support them**

Every teacher and additional adult adapts the curriculum in order that all pupils can access the learning at the required level. Our teachers use a variety of strategies to adapt the curriculum through a differentiated approach. They also use other resources such as additional adult support in-class, technology as an alternative way of recording work, writing frames, visual timetables and positive behaviour reward systems.

We make the following adaptations to ensure all student's needs are met:

- differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1 to 1 work
- adapting our resources and staffing e.g. large print for children with a visual impairment
- special chairs and equipment for those with movement needs and physiotherapy sessions
- using recommended aids, such as laptops, coloured overlays, visual timetables, larger font and writing slopes etc.
- differentiating our teaching, for example, giving longer processing times, preteaching of key vocabulary, reading instructions aloud, etc.

The SENDCo works closely with the Teaching & Learning team to ensure that high quality teaching is available to all pupils with SEND. Teaching assistants and teachers work together to ensure that the individual needs of all pupils are met. All teachers have access to the pupils' 'access to learning plan' (ALP) which details the interventions and actions that are needed in order to support each SEND learner.

The SEND knowledge of staff has been checked and this informs the training that is provided over the course of the academic year. They have accessed a wide range of training on a variety of different areas (see below).

The academy continues to work with two specialist provisions Northridge and Meadehill (both Special Schools) to help support some of our pupils with more complex needs, as well as training for our staff.

We also have support from an in-house education and child psychologist, counselling team, school nurse and an art therapist. Mindfulness has also been offered to some pupils to support them with their emotional welfare needs and the impact data on this has been positive.

## **8. How have decisions been made to adapt the curriculum or change the learning environment to best meet your children's needs?**

Every year the curriculum goes through a review to ensure that the provision offered is inclusive for our SEND and most vulnerable pupils. This includes extra-curricular opportunities to ensure that SEND pupils can access the clubs.

Pupils are not discouraged from taking any subjects and option choices are made with both input from parents/guardians, pupils, SENDCo and SLT link. This has been successful as parents have felt more informed and included in their child's choices regarding the curriculum.

Pupils can be assessed for additional examination support by a specialist at the request of the SENDCo or the curriculum team. This assessment has resulted in pupils being entitled to extra time in an examination, or being assisted by a reader or a scribe. In order to qualify for these arrangements, a pupil 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 pupils in Years 10 and 11 are offered extra 1:1 lessons in examination preparation. During this year we have seen a bigger increase in our Year 7-11 SEND pupils receiving special exam arrangements. In Year 11 GCSE exams 32 students had access arrangements. We have also seen an increase in pupils using laptops/Notebooks as a different way to record their work, this helps those pupils who have difficulties with gross/fine motor skills to allow them more independence.

Pupils at the end of year 9 are assessed by our Specific learning difficulties and Dyslexia specialist (SPLD) and if necessary the SENDCo will then apply for this special arrangement to the exam board.

During the exam period our SEND pupils have access to a smaller room and separate room if they need a scribe. Teaching Assistants are utilised as internal invigilators to eliminate some of the stresses caused by exams, we also use regular and familiar external invigilators to ensure that pupils who need routine feel comfortable.

### **9. How are staff in the academy supported to work with young people with special educational needs and what training do they receive?**

During this year we have successfully run many training sessions around SEND, this is ongoing training and is based on the staff Audit that is completed at the end of each academic year.

This year we have offered a range of training delivered by our education psychologist and SENDCo on autism, ADHD, sensory needs and dyslexia. All teaching assistants have had training on the moving and handling of non-ambulant pupils. The academy also benefits from being a part of the SEND network across the Trust. The SENDCo achieved the National SENDCO qualification this year which is the equivalent of a masters degree course and is moving on to a new school to broaden her experience. A new SENDCo is in place for 2018-19 who has experience of the SENDCo role both in a primary and secondary setting.

Certain members of the SEND team have attended training specific to their role for example the SEMH HLTA has attended a course on mental health first aid and one TA has trained as a level 3 safeguarding officer. A further TA has trained to deliver Lego therapy which is now one of our interventions.

SEND leaders are available informally to offer staff advice and guidance whenever necessary.

### **10. When we have needed expert advice and support how have we secured that and what services have they provided?**

We have access to and use a number of outside agencies within the academy to help support our SEND pupils.

We have support from an Art therapist within the academy who works four of our pupils with social emotional and mental health needs.

We have an SPLD specialist who assess pupils who have been referred to the SENCO via the teaching staff. They will then make recommendations on how staff can best support particular pupil's literacy needs as well as exams access arrangements.

We have commissioned our own educational psychologist this academic year which has had a significant impact in terms of numbers of students receiving an EHCP. Her assessment has enabled us to share specific strategies for high need pupils with staff to develop their differentiation for SEND learners.

The SENDCo works closely with the school nurse making referrals regarding pupils with issues relating to SEND making sure our most vulnerable are supported, the school nurse will then refer to Speech and Language Team (SALT), Occupational Therapist (OT) and makes contact with parents giving advice and guidance. The School nurse completes regular health checks on our more complex SEND pupils.

We have developed relationships with local specialist provisions seeking advice and guidance from their staff regarding our more complex pupils. They have delivered training to our staff working closely with them to benefit our pupils.

We have developed stronger communications with the Manchester Children and Mental Health Service (CAMHS) team this year and a considerable number of students now access support through this agency.

Most referrals to these services are made through the SENDCo, however, some services do allow direct referrals from parents/carers or your GP. More information regarding this is available from Mrs Lea.

## **11. How we check how well we are doing in meeting the needs of pupils with SEND**

We regularly monitor the provision for our SEND pupils via teacher assessments for academic progress as well as through further monitoring academic progress from other tests such including specific assessments around pupils' attitudes, behaviour, attendance and attributes such as confidence.

This data is then used to provide the correct provision for our SEND pupils as well as checking other outcomes to ensure we are making the necessary progress to enable them to catch up. Feedback is given to teachers in order to enable them to continually refine their teaching of SEND pupils.

We regularly monitor pupils through lesson observations and checks on pupil books to ensure that all pupils are receiving high quality teaching. Lesson observations are completed every term, with work scrutiny every half term, the SENDCo has been heavily involved in this.

SEND pupils access to learning plans (ALPs) include clear learning outcomes to ensure all staff are able to work on termly targets for all our SEND pupils. Interventions run by teaching assistants are monitored carefully as we regularly visit lessons to see how things are going. We monitor interventions and measure the impact using a range of data.

From the feedback following a survey of SEND pupils, all pupils felt that they had learnt something new that they could use within their lessons. All pupils felt that the sessions were well planned and helped them to make progress.

## **12. How we ensure that your children are included in activities outside the classroom, including physical activities and academy trips**

No pupil with SEND misses out because of their needs. All our SEND pupils are given the opportunity to attend after school provision and trips. We have an extensive extra-curricular program which is inclusive to all pupils.

We encourage all our pupils to take part in extra-curricular activities and support for our SEND pupils can be arranged in order that we continue to be an inclusive academy. Teaching assistants accompany external trips to ensure that these are fully inclusive. We provide our SEND pupils with a quieter environment during lunch and break times, as well as before and after school by opening the Learning Support Unit (LSU) during these times. Pupils are encouraged to develop friendships, play games and discuss any concerns they have.

All staff are required to complete a relevant risk assessment before any trip takes place, if a pupil with SEND wants to attend the trip, discussions with the class teacher/trip leader and SENDCo will commence and a thorough and detailed assessment of need will take place including costing and staffing.

During this academic year some of SEND pupils have enjoyed the experience of going on trips to the theatre, The Coop Headquarters, Universities, and Blackpool on the end of year reward trip.

Our SEND pupils have said that they feel included in all extra-curricular activities and school trips and feel well supported when they are on the trips as they will be supported by one of the trained Teaching Assistants.

## **13. How we provide for your children's overall wellbeing**

Our pupil's wellbeing is extremely important to us and we ensure this is something that is monitored carefully.

We currently complete surveys based around pupils' emotional wellbeing and how confident they are within the academy and changes are made based on what they tell us. SEND pupils are also represented on the pupil council. Where we have concerns about the mental health and wellbeing of a pupil they will complete a Boxall Profile (an assessment tool to look at the particular needs of pupils with social, emotional and mental health needs) which enables us to put tailored support in place for them. In 2017/18 30 Boxall profiles were completed.

Any required medication is stored with one designated person who completes all medical care plans. Medical care plans are usually drawn up with the SENDCo, HOY, Health care administrator, parents/carers, the school nurse and pupil. All will be aware of the relevant procedures that will be followed. Pupils will be given a relevant pass to have access to their medication.

If there was a medical emergency within school we would follow the academy's first aid procedures and on return to school we would conduct a full risk assessment ensuring all relevant staff are kept up to date with any changes. It is vitally important that we have the correct contact details for you should there be a medical emergency. Please ensure you keep us up to date with any changes.

We have a number of first aiders who are readily available at all times during the academic day. We also have a number of specialist trained staff to deal with severe allergic reactions, the use of

the defibrillator, moving and handling of pupils and physiotherapy to ensure that pupils needs are met.

If a pupil arrives at the academy and we do not feel we have the necessary training, we will seek advice and guidance from the relevant professionals and arrange the relevant training for the appropriate named staff.

#### **14. How accessible is our school both indoors and outdoors for young people with special educational needs and/or disabilities (our accessibility plan/policy)?**

The academy is a large building with 3 different floors. All pupils are required to move around the building however if a pupil has mobility difficulties we will ensure we make changes as needed to allow them full access to all lessons and resources.

When a pupil or parent with a disability arrives at the academy there is adequate disabled parking which is situated directly in front of the academy which makes it easily accessible.

Our non-ambulant pupils have a meet and greet every morning, where they are met and escorted into the academy.

If a pupil is independent but they cannot use the stairs they will be provided with a lift key.

If a pupil is non-ambulant or has complex disabilities and they find it difficult to negotiate the doors they will be provided with a buddy or member of staff to help them negotiate themselves around the building. The academy works with pupils and IDS (independence development service) to promote independence in pupils with disabilities therefore we will work closely with Occupational therapists, and Physiotherapists to ensure all pupils are able to remain inclusive.

The academy has a hygiene suite which is used for physiotherapy sessions and personal care, which is fully equipped with hoist and a number of disabled toilets situated around the academy. We are very careful to maintain pupils' dignity within the area of personal care and all our teaching assistants have been trained within this area.

All classrooms have a rise and fall table to ensure that all pupils can access the full curriculum.

During this academic year we have introduced Visual timetables to some of our SEND pupils whose main area of need is cognitive and learning this has been well received by the pupils who have felt more confident.

The academy's accessibility plan is available on request. This is our strategy to further increase access to our building, campus, communications and curriculum.

<https://northmanchester.coopacademies.co.uk/wp-content/uploads/sites/35/2018/10/Accessibility-plan-2018-NM.pdf>

In addition, if parents/carers do not have English as their first language we will ensure that an interpreter is available to attend a planned meeting.

#### **15. What are our admission arrangements for young people who are disabled and how do we prepare and support your children when joining the school and moving on from the school?**

<https://northmanchester.coopacademies.co.uk/parents-and-carers/admissions/>

If you wish to apply for a place at the academy and your child has special educational needs you need to apply via the normal admission procedures (see admissions policy). If your child is offered a place at the Academy the SENDCo will begin to gather information from previous schools, we will require pupils to sit an admission test to provide an up to date literacy and numeracy level.

During the transition period at the end of the school year we will make visits to primary schools to ensure that we have all relevant information and to highlight any vulnerable pupils who would benefit from extra transition periods before they start in September.

Support for admissions during the school year will depend on the individual needs and the SEND department and HOY will work closely to ensure pupils are settled into the academy and feel supported.

We work closely with the Pastoral team within year 11 to ensure that all pupils receive the best career advice and guidance and this forms part of an annual review for our pupils from Year 9 onwards.

Pupils have had the opportunity to take part in mock interviews and careers fair to ensure that they are given the best advice and guidance, the SEND department also offers help with completing applications and personal statements.

Year 11 SEND pupils are given the opportunity to visit colleges and the SENDCo and SEND department will support with this. We work closely with the colleges to ensure a smooth transition from the academy to college.

#### **16. Where can you find the academy's SEND policy and who can you contact for further information?**

If you wish to view the SEND policy you will find it on the academy website in the policy section and you should contact Mrs Lea (SENDCo) for any further information.

[Hyperlink to SEND policy.](#)

#### **17. What are our arrangements for handling complaints from parents of children with SEND about our provision?**

If you are have any worries about the current SEND provision, in the first instance, please contact Mrs Lea as most often an early discussion will iron out any concerns. However, the academy's complaints policy is available on the website should this not be sufficient.

