

SEND Information Report

Updated September 2021

Review Date September 2022

At Manor Croft Academy we have a whole-academy approach to Additional Needs policy and practice. Students identified as having additional needs are, as far as possible, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the academy including the extended curriculum such as trips and clubs.

The SEN Code of Practice (2014) makes it clear that all teachers are teachers of students with special educational needs. All teachers are responsible for identifying students with additional needs. Working together with students and their parents as well as the Special Educational Needs Coordinator (SENCO) they will ensure that those requiring different or additional support are identified at an early stage. Assessment is the process by which student with additional needs can be identified, whether or not a student is making appropriate progress is seen as a significant factor in considering the needs for additional needs provision.

Frequently asked questions from parents/carers

What did I do if I think my child may have special Educational needs?	<i>You should ring the academy and speak to the Special Educational Needs Coordinator, Miss Nesta Jackson (01924 325230).</i>
How will the academy support my child?	<i>The student's class teachers will plan and deliver learning activities that meet the needs of the student. The subject teachers may discuss any difficulties with the Special Needs Coordinator (SENCO). Students may take part in additional small group activities or may receive some individual support.</i>
How will the curriculum be matched to my child's needs?	<i>At Manor Croft Academy, the curriculum is differentiated to enable access and to meet the needs of all our students. The Personalised Learning Coordinator and Team also create personalised timetables for individual students to support their needs. Students may work in a smaller group or work one to one with an adult. Members of staff check students' progress most carefully in order to plan future learning to meet their needs.</i>

<p>How will I know how well my child is doing and how will Manor Croft Academy help me support my child's learning?</p>	<p><i>In addition to our Parents Consultation Evenings and reporting arrangements, there will also be opportunities to discuss the student's Special Educational Needs and share the Support Plans and Educational Health Care Plans at review meetings. The SENCO will be available to discuss the student's progress and any agreed next steps. Parents/Carers themselves can be involved in supporting their child's education in consultation with the SENCO/subject teacher. This may involve homework tasks for reinforcement of classroom strategies in the home.</i></p>
<p>What support will be there be for my child's overall wellbeing?</p>	<p><i>Manor Croft Academy prides itself on the support offered through the wider pastoral team. Additional support is also offered through nurture and wellbeing support and Personalised Learning provision. The Academy also provides more bespoke support by involving the services of other agencies such as external providers of specialist educational activities, alternative provision outreach services and/or The Elland Academy. Manor Croft Academy also has a Student Welfare Officer who works closely with the SEN department to support student emotional wellbeing.</i></p>
<p>What specialist services and expertise are available or accessed by the academy? What training are the staff supporting the children with the SEN having/had?</p>	<p><i>Manor Croft Academy has a policy of working closely with a range of different organisations that provide specialist training and support. We have an excellent relationship with agencies such as the Kirklees LA Educational Psychologist, specialist emotional needs support through the Children's Emotional Wellbeing Services (CHEWS) at Northorpe Hall, Child and Adolescent Mental Health Services (CAMHS) and the School Nursing Service. Staff are regularly informed of specific needs of students, including medical needs. Staff are also trained by specialist services (for example, NHS school nurse) to support students with particular needs. The academy staff regularly receive training regarding differentiation, and the specific learning needs of students in the academy.</i></p>
<p>How will my child be included in activities outside of the classroom?</p>	<p><i>Wherever possible the Academy ensures that out of hour's activities and off-site visits are accessible to students with additional needs. This includes trips, visits and representing the academy in events where appropriate.</i></p>
<p>How accessible is the school?</p>	<p><i>The academy is accessible, with lifts and chair lifts to the upper floors.</i></p>

<p>How will the academy help my child to transfer to the next phase of education?</p>	<p><i>Every student is entitled to quality information, advice and guidance to prepare for both Primary to Secondary school, and from Year 11 to Post-16 education or training. If, as part of the annual review process a more bespoke transitioning programme is identified as being needed, this is put in place and overseen by the SENCO and appropriate Learning Managers.</i></p>
<p>How does the academy identify that a student has additional needs?</p>	<p><i>On entry at Manor Croft Academy, each student will take a reading age assessment, and as they continue through the Academy, we will use appropriate screening to measure progress. Other ways in which we identify needs include teacher observation/assessment, information from parents, students' performance in National Curriculum subjects, standardised screening or assessment tools, primary school information and reports from external agencies.</i></p>
<p>How is the decision made about what type and how much support my child will receive?</p>	<p><i>The SENCO will take advice from all professionals involved with the child alongside the view of parents and, if appropriate, with the students themselves.</i></p>
<p>Who can contact for further information?</p>	<p><i>Contact the Academy office – 01924 325 230</i></p>
<p>a) I am considering applying for a place.</p>	<p><i>Contact the Academy office – 01924 325 230</i></p>
<p>b) I wish to discuss something about my child.</p>	<p><i>Please contact the academy office to make an appointment with your child's form Tutor, Year Leader or SENCO.</i></p>
<p>c) I want information about other support services?</p>	<p><i>Please contact the academy and ask to speak to the SENCO or Student Welfare Officer.</i></p>
<p>d) I want information about the local authority's Local Offer</p>	<p><i>Please contact the SENCO for further information about Kirklees Local Offer or ring Kirklees Authority Direct.</i></p>

Procedure: The Graduated Approach

The SEN Code of practice 2014 advocates a graduated response to meeting students' needs. The SENCO, and teachers will review the approaches adopted. **It is important to stress that the student and parents will be at the centre of this procedure having full involvement at each and every stage.**

1. **Additional Support:** In addition to the normal class provision, students will be given Additional Support (AS) where appropriate, according to their needs. This will usually involve the student working on an accelerated learning or intervention programme for a limited period of time and may also include some additional support led by a teacher or Learning Support Assistant (LSA).

2. **My Support Plans:** If after monitoring, it is felt that advice from external professionals (such as Educational Psychologists or Speech and Language Therapists) is required, the student will receive a My Support Plan (MSP). This will be informed by the advice from the external agency and again is likely to involve the student working on an accelerated learning programme for an agreed period of time and may also include some additional one-to-one support led by a teacher or an LSA.

3. Education, Health and Care Plans: Where, despite sustained intervention, concerns remain the Academy will consider requesting an Education, Health and Care Plan (EHCP). The EHCP will set out in detail the student's strengths and needs and detail the provision for that student in the areas of education, health and social care.

At every stage of the above graduated approach, the academy will ensure delivery of the provision detailed therein and hold regular reviews of the appropriateness and effectiveness of that provision.

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