



Manor Park Academy



SEND Information Report

What can I expect at Manor Park Academy if my child has special needs?

- Appropriate and effective teaching and learning.
- A child centred approach.
- Open and honest communication.



Hello, and welcome to Manor Park's Special Educational Needs zone.

My name is Mrs Davis and I am the Special educational Needs Coordinator (SENCo). I work with children, teachers, parents, carers and agencies to ensure that our pupils' needs are met.

Mrs Davis is in school every day and you can contact her on
0121 327 1023

What can I expect at Manor Park Academy if my child has special needs?

Open and honest communication

- How to get to speak to the Special Needs Coordinator (SENCo), if you have a concern.
- How we try to make the information about your child clear and easily understood.
- Which agencies might become involved with your child.
- How we ensure the necessary people know about your child's needs.
- What happens when your child moves school.

Appropriate and effective teaching and learning

- How we train staff to support the needs of your child.
- How we ensure good teaching for your child and how we give extra support if your child needs it.
- How we ensure that parents and children with additional needs are fully included in all school activities.
- How we ensure that your child has work pitched at the right level to make good progress.
- What resources does the school offer if my child has significant social and/or communication needs?
- What sorts of learning resources are available for my child?
- What support is available if my child needs support with managing behaviour or dealing with social situations?

A partnership approach

- How we will work with you to identify your child's needs.
- How we will ask for your permission to involve other professionals to work with your child.
- How we will involve you in all decisions and listen to your views.
- How we will involve your child in decisions about their learning.
- How we can support you in contacting organisations who can give advice and support.

Open and honest communication

Who is the Special Needs Coordinator and how will they help me?

If you have a concern about your child, Mrs Davis is available to speak to you. We always encourage you to speak to your child's teacher first.

Mrs Davis works every day in school. Sometimes she may be busy or she might not be in the building so you can do the following:

Speak to our staff in the office to find out when she may be available.

Make an appointment to see her or ask if she can telephone you.

**Call to book an appointment or request a call back
on 0121 327 1023**

Or email her on sendco@manorpark.bham.sch.uk

We operate an open door policy and you are welcome to arrange a meeting to meet Mrs Davis at any time.

Will the information be clear and easy to understand?

We will make all the information we need to share with you clear and easy to understand.

If you have any questions or concerns, please talk to Mrs Davis for further information.

What happens if there is a concern about my child's progress?

We operate a graduated approach to ensure pupils' progress is maximised and barriers for learning are targeted and supported.



Assess

What are the young person's needs/
barriers to learning?
What is their level of attainment and
progress?
What is the view of young person/
parents/teacher/support staff/other?

Plan

What can we put in place to support this young person
Do we need to make any referrals
What outcomes do we want to achieve?

Do

Create SMART (specific, measurable, attainable, realistic, timed)
targets and put them into action through quality first teaching and
small group/1:1 interventions.

Review

Ensure that enough time has passed in order to measure the impact
of the actions/targets.
Has the child made progress? Have the outcomes been achieved?
Evaluate the impact of the SMART targets.

What happens if I still have concerns after they have had an initial assessment and SMART targets?

After the graduated approach has been completed, if a child needs extra support or intervention then the Statutory Assessment Process can be used to provide extra provision.

Quality First Teaching— school delivers Quality First Teaching (differentiation, high quality lessons, range of teaching strategies, range of high quality resources.) **Has progress been made? Yes— continue appropriate provision. If no then their needs move on to the next category.**



Universal Support— class teacher/parent has concerns with progress; provide Universal Support (differentiation, one page profiles, access strategies, booster groups, lesson resources, visual aids.) **Has progress been made? Yes— continue appropriate provision. If no then their needs move on to the next category.**



Targeted Support— concerns continue so school involves SENCo/school based specialist; provide Targeted Support. (PSS toolkits, learning targets, provision maps, small group intervention monitoring, pupil and parent voice). **Has progress been made? Yes— continue appropriate provision. If no then their needs move on to the next category.**



Specialist Support— concerns continue so school should involve specialist services and implement outside agency involvement and recommendations. (reports from outside agencies, nature and impact of specialist intervention, monitoring, and review of progress.)

Will I be spoken to if my child needs extra support?

If school thinks your child needs extra support, we will always talk to you about this:

Your child's teacher will talk to you about the progress that has been made during termly parent's evenings.

There will be a member of staff to be available at the beginning or end of the school day to share any issues. This will be your first point of call to raise any concerns you might have about your child.

At any point during the year, if there are concerns about your child's progress, teachers will invite you into school for an initial discussion.

A **Pupil Passport** may be written in order to share information with teachers and teaching assistants. This information is also useful for supply teachers who can be made aware of the needs of particular children in the class.

Any individual targets that your child may have will be recorded on their **Pupil Passport** and will be discussed and reviewed regularly as part of the Graduated Approach.

How will I find out about my child's progress?

How will my child and I give our views?

- Your child's progress will be reviewed regularly and you will be invited into school to discuss the outcomes and give your views. Your child's views will also be listened to.
- We have Pupil Progress meetings between teaching staff, the Senior Leadership and the SENCo to discuss children's progress. This helps us identify any targets your child may need to make faster progress.
- Sometimes we involve outside agencies, such as Pupil and Support Service to support us in making our assessments and these agencies offer advice.
- Your child's progress will be reviewed regularly and you will be invited into school to discuss the outcomes and give your views. Your child's views will also be listened to.

Transition between settings:

If your child is at **nursery school** and is about to start in **Reception** here, we liaise with the SENCos at the nursery schools to find out as much information as possible about your child's needs. This will include any targets and paperwork or agencies which might have been involved in supporting your child.

If your child has an Individual Education Plan and you move your child to **another school**, the SENCos at both schools make sure that information is shared.

When your child moves from **Year 6 to secondary school**, we will ensure that all information regarding your pupil's special educational needs are passed on to the new SENCo.

Who will the SENCo talk about my child's needs?

The **SENCo, Mrs Davis**, will make sure that all necessary school staff are aware of your child's needs and worries.

If your child has been identified with extra educational needs, an Individual Education Plan will be written with the teacher and shared with you and your child.

If your child has emotional or behavioural needs only, an Individual Behaviour Plan will be developed by the Pastoral team and the class team and shared with you and your child.

If your child has medical needs, a plan will be written and shared with you in consultation with Health Services.

All of these plans will be reviewed on a regular basis.

Manor Park Academy works with a lot of external agencies to help identify specific needs. We will always contact you for permission before engaging with them.

These include:

Educational
Psychologist

Pupil and School
Support

Communication
and Autism
Team

Speech and
Language
Therapist

Sensory Support
Service

C.O.B.S
behaviour
support

School Nurse
Service

Forward Thinking
Birmingham
(CAMHS)

Barnado's

Are staff trained to support the needs of my child?

All school staff will receive appropriate training so they have the knowledge and confidence to support children's needs.

We hold a weekly INSET on different aspects of Teaching, and Learning, including SEN provision.

These are used to ensure staff have up-to-date knowledge to teach children of all abilities.

Sometimes training is run by specialists, such as a member of the Pupil and School Support team.

Mrs Davis and the teaching team regularly share advice and information about teaching approaches and resources for children with additional needs.

Our Teaching Assistants also have specialist training and are experienced in running a variety of intervention programmes.

Some of the training our staff have participated in includes:

“Catch up” intervention.

“Talk Boost” intervention.

“RWI” phonics intervention.

“White Rose Maths”.

The Graduated Approach to SEND education.

Fischer Family Trust Education Project

Annual epi-pen training.

Annual asthma training.

Paediatric First aid training.

Basic First Aid training.

High Need First Aid training.

How will staff assess my child's level of working and differentiate the curriculum?

Teaching and support staff will be able to accurately assess the level children are working at and differentiate the curriculum.

We use a range of criteria and evidence to help us identify the level children are working at.

This might include:

- Checking the words children can read and spell independently
- Judging work with subject leaders
- Making observations
- Use of tests, where appropriate
- Looking at pupil progress data
- Information from the child
- Information from previous schools or settings
- Discussions with adults who work with the child
- Specialised assessments carried out by members of the school's support services.

This helps teachers to plan work for all children to make progress. The work and support will be different for different groups of children.

What types of learning resources are available for my child?

A range of resources will be available in all learning areas to support learning for children operating at different levels. These are identified on children's Individual Education Plans.

Classrooms are equipped with practical and visual aids to support learning and progress.

We have a range of ICT equipment including laptops, iPads, cameras and recording equipment to support children recording their work in different ways across the school.

Positions of tables and chairs are always considered for children with physical, hearing or sight impairment.

Children are encouraged to talk with partners or in small groups to develop their ideas, reason and articulate before recording them.

Classrooms have resources recommended by Occupational Therapy to promote development of strength and comfortable sitting positions.

Staff are organised in order to provide small group and 1:1 interventions which are devised to meet the particular needs of children, such as language groups, social skills groups, phonics intervention groups.

Classrooms have resources recommended by Occupational Therapy to promote development of strength and comfortable sitting positions.

Progress of individuals is regularly reviewed.

What resources does the school offer if my child has significant social and / or communication needs?

- Where necessary, resources will be available to support the learning of children who have significant social and/or communication needs.
- Our Individual Education Plans and Pupil Passports identify the types of need a child may have. For example, autism, behaviour, cognition and learning.
- We use visual timetables in all classrooms, so that children understand the bigger picture. This supports children who have difficulty with changes in routine.
- We have Reception staff who are trained to deliver speech and language intervention programmes.
- Reception staff use visual prompt cards to support understanding of verbal instructions.
- We have small group and 1:1 interventions to meet the needs of children, such as language groups, social skills and motor skills.
- Our timetable has the flexibility to include provision for specific needs.

We work in liaison with parents to ensure we have a good understanding of individual behaviours and needs. We also work with a range of external professionals in order to create positive behaviour plans and support strategies. We work with the Communication and Autism Team. Members of the team visit to observe, assess and offer advice on ways to support children with autism.

How will my child be helped with managing their own behaviour, dealing with social situations and maintaining good mental health?

Our **Pastoral team** in school provide support for all children and in particular if they need support in regulating their own behaviour, building skills in social situations, gaining confidence and experiencing barriers to learning.

We tailor support to a child's individual needs. This may be working 1:1 with a pupil, within a group, or as part of classroom support. We will work on building social skills, supporting empathy and working through conflict resolution directly with the child.

We organise and train in-house all of our responsibility children. This includes our teams of Peer Mediators, Young Leaders and House Captains who are trained to support their peers and younger children. They are visible on a daily basis and work across all key stages.

In line with our behaviour policy, systems are in place to encourage children to make the right choice. Being consistent across the school, verbal and tangible rewards which are given on a daily basis and individualised for some children along with a personalised behaviour plan.

Pastoral staff consist of one Learning Mentor & the Pastoral Lead, trained in many areas to support children and adults, delivering group and individual sessions of all ages.

Learning Mentor- Mrs Newton

Managing Positive Behaviour, Level 2 Mentoring.

Head of Pastoral and Safeguarding - Miss Green

Lead DSL in Safeguarding, Degree in Mentoring, Drawing & Talking Therapy, Counselling Skills, Managing Positive Behaviour, Mental Health, Mindfulness.

Will Manor Park Academy ensure that parents and children with additional support are fully included in school activities?

- Activities and school trips are available to all.
- Children with additional needs participate in after school clubs.
- The school curriculum includes trips out to enrich the experiences children have.
- Our risk assessments are inclusive of children with additional needs; one to one adult support is provided, should this be required. Parents are consulted regarding specific needs, including those children with medical needs, so that all children have a safe and enjoyable experience.
- Risk assessments are carried out and procedures are put in place to enable all children to participate. However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.
- All children participate in their class assemblies and other performances.

Will Manor Park Academy provide good teaching for my child and extra support when needed?

The school will provide good teaching for your child and extra support when needed.

We use a range of strategies to monitor the progress of children and to ensure that good teaching is in place for all pupils.

We do this through:

- Tracking your child's progress and attainment by holding termly pupil progress meetings.
- Weekly book scrutiny by SLT for all classes and constructive feedback to teachers.
- Classroom observations and learning walks.
- Providing additional small group support with teachers/teaching assistants.
- Liaising with outside agencies for additional advice, strategies and information.

A partnership approach

How will Manor Park Academy work with me to identify my child's needs?

We will work in partnership with you to identify the needs of your child and put in place the correct support including family support if you need this.

Each pupil's education programme will be planned by the class team in liaison with the SENCo. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.

If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy and literacy skills etc. then the pupil will be placed in a small focus group. This will be run by the teacher or teaching assistant.

Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.

We check that additional support that pupils receive is planned and monitored carefully by the Class Teacher and SENCo.

Sometimes we may need to ask for your permission to involve other qualified professionals to support your child.

When another qualified professional works with your child, permission is granted and the member of the outside agency is introduced. The content of the meeting is confidential and is only shared with parents and the SENCo. Please speak to Mrs Davis if you require any further information.

Who quality assures that you are doing everything possible to ensure my child is making progress?

The governing body has a duty to ensure that the school adheres to the new Code of Practice under the Children and Families Act 2014. The governing body appoints a governor who is specifically responsible for special educational needs to ensure that the school and the SENCo carry out their duties.

One of the key responsibilities of the governing body is to make sure that the school's policy for children with disability and special educational needs (SEND) is published on the school website. The information on the school website must be reviewed annually by the governing body.

The governing body also has a responsibility to ensure that appropriate safeguarding procedures are in place for all pupils, including those who have special needs.

The SENCo, reports regularly to the Governing Body regarding the number of pupils and their additional needs.

The Governing Body regularly reviews both policy and the information published on the website to ensure it is up-to-date, parent and pupil friendly and in line with government policy and the Code of Practice.

What services are available to help me?

We will be happy to give you contact details for organisations who can give advice and support for you and your child. Please speak to Mrs Davis if you need any other contact details.

Support Services:

**Educational
Psychologist
0121 303 0100**

**Pupil and School
Support
0121 303 1793**

**Communication and
Autism Team
0121 675 5057**

**Speech and
Language Therapist
0121 245 5746**

**Sensory Support
Service
0121 303 1793**

**C.O.B.S behaviour
support
0121 303 0272**

**School Nurse Service
0121 466 4650**

**Forward Thinking
Birmingham (CAMHS)
0300 300 0099**

**Barnado's
0121 359 5333**

**Access to Education
0121 303 1792**

**SENDIASS
0121 303 5004**

**Social Service
0121 303 1888**

For further information about Children's and Family services please visit: www.birmingham.gov.uk/localoffer