

SPECIAL EDUCATIONAL NEEDS (SEND)

Information Report and Local Offer 2015/16

At Cedar Mount Academy we welcome everyone into our community. Our Academy endeavours to make available inclusive provision to ensure that all students, including those students identified with special Educational Needs and Disabilities (SEND), can enjoy and benefit from a broad and balanced education with access to the National Curriculum at an appropriate level, so that they may achieve their full potential with a focus on becoming successful adults.

Our Special Educational Needs Coordinator (SENCO) is:

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The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body’s or the proprietor’s policy for pupils with SEN.

The information published in this report will be updated at least annually. The information required is set out in the Special Educational Needs and Disability Regulations 2014.

**What kinds of SEN are provided for?**

There are four main categories of Special Education Need, and at Cedar Mount, we cater for all.

• Cognition and learning

• Communication and interaction

• Social, emotional and mental health

• Physical and sensory

We support these needs with quality first teaching, a variety of intervention, 1:1 support and the use of specialist equipment if required.

**What policies do the school have for identifying children and young people with SEN and assessing their needs?**

* If the teacher feels that your child may have a special educational need, or is not making required progress, they will refer your child to me, the SENCo.
* I will collect as much relevant information on your child as I can, and then notify you with my findings. From this point on, I will keep in close contact with parents/carers.
* I will then carryout some assessments and at this point, I will then refer your child to outside agencies for assessment depending on need, for example: Speech and Language therapists, or Educational Psychologists.

**What are the arrangements for consulting parents of children with SEN and involving them in their child’s education?**

If a parent feels that their child may be struggling in school, or feels unhappy about something in school, they can contact school for us to assess the situation and investigate if there is a specialist need.

At Cedar Mount, we feel that the best approach is a team approach. As SENCo, I will always keep parents and carers informed and ensure that I am available for consultation when required. Decisions will always be made with parental involvement and taking into consideration student needs.

I will also be available at parent’s evenings throughout the year.

**What are the arrangements for consulting young people with SEN and involving them in their education?**

Students will be involved in any meetings regarding their need, and will be invited to present their views whenever a course of action is being considered. Student views are taken into account throughout any support process. Students will be supported in a secure environment to consider all of their options.

**What are the arrangements for assessing and reviewing children and young people’s progress towards outcomes?**

Annual reviews will take place for students with a Statement of Need, or an Educational Health Care Plan. These reviews will include academic assessment and will take into account, parental views, student views and both social and academic progress.

If your child is on a Passport to Learning (Sometimes referred to as an IEP or Pen Profile), then assessments and reviews will be made termly. Again, parents and students will be involved in these reviews and relevant external agencies may be invited to join.

If your child is being monitored, but is not yet on a Passport to Learning, then time frames will be agreed with teachers and parents to assess the success of intervention programmes.

**What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood?**

We are developing close links with local primary schools in order to allow for a detailed and personalised transition into secondary education. This will include taking into account prior data, reviewing prior intervention and managing the social aspects of the move.

As young people prepare for adulthood, outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society. At Cedar Mount we aim to promote a positive and supportive transition for further learning, or employment. Any intervention decided in school will be aimed at independence, ability to learn, and skills for adulthood.

We also offer a career service, providing independent careers advice to students, and as SENCo, I aim to develop strong relationships with post-16 providers, in order to ease transition and share relevant information.

**What approach is used when teaching children and young people with SEN?**

A quality first teaching will always be at the foremost of the provision at Cedar Mount. We encourage students of SEN to learn alongside peers in a safe, stimulating learning environment. If a child’s need prevents them from learning in this way, I will assess the needs and the barriers to learning, and then match an intervention suitable.

Work will be differentiated and teachers will provide targets for your child.

Additional support provision includes:

* One-to-one Precision Teaching in Literacy and/or Numeracy.
* Units of Sound – a software-based Literacy intervention to support learners with Dyslexic tendencies, or those not making sufficient progress in reading, spelling and/or comprehension.
* Guided Reading – a small group Literacy intervention to support learners with Dyslexic tendencies, or those not making sufficient progress in reading, spelling and/or comprehension to develop phonics, spelling and comprehension skills.
* 42nd Street Counselling sessions (external provider: <http://42ndstreet.org.uk/contact-us/>).
* Rapid Reader Plus – a series for struggling readers to help with reading accuracy and poor comprehension skills.

**How are adaptations made to the curriculum and the learning environment of children and young people with SEN?**

Adaptations are made to the curriculum taking into account specific needs and individual learning styles. Quality first teaching will ensure a variety of techniques are used with in the classroom.

We also offer:

• Differentiated teaching and learning

• In class Learning Mentor support

• Literacy Intervention

• Numeracy Intervention

• Guided Reading (small group intervention programme)

• Precision Teaching (One-to-one intervention programme)

• Homework Club (staffed by Academic Mentors and Learning Mentors)

We also make adaptations to exam procedures to ensure a fair assessment process for all students.

In terms of disability:

• Cedar Mount has two lifts that can be used by staff or students with mobility needs.

• We have disabled toilet facilities around the school.

• We have disabled changing facilities.

• We have disabled parking spaces in front of school.

• We have refuge points and call buttons in each stairwell in case of a fire.

• We have specialised equipment for use in practical lessons.

**What expertise and training have staff to support children and young people with SEN, including how specialist expertise will be secured?**

* The academy’s SENCo is a qualified SENCo who has completed The National SEND Award.
* All our learning mentors are developing specialisms around SEND and disability.
* Learning mentors are developing specialisms in Transition for learners with SEND (KS2 to 3 & post-KS4) and in managing complex behaviours for learners with Social and Emotional needs.
* The school has a continuing professional development programme and encourages and supports staff development in all areas.

**How will the school evaluate the effectiveness of the provision made for children and young people with SEN?**

The Academy conducts internal reviews at least annually in addition to the on-going monitoring and evaluation of provision and outcomes. As SENCO, I report regularly to the Principal and School Improvement Board (SIB) in relation to SEND. Subject Leaders report on progress and attainment as well as the strategies in place to support SEND students’ progress in their subject. Progress Leaders track students with SEND to monitor input from the Welfare team.

In carrying out its responsibilities towards young people with special educational needs the Academy will:

* Keep its arrangements and provision for SEND under review.
* Review the effective use of its resources.
* Review and evaluate the Academy’s arrangements for individual education planning and reviewing, including parental and Support Services involvement.
* Internally monitor all SEND arrangements and curricular provision against published criteria. Such monitoring will take account of the Academy’s Development Plan and SEND Policy.

**How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?**

All students at Cedar Mount are encouraged to take part in extracurricular activities and these clubs are open to all students. Students with SEN will be supported when taking part.

There is also a lunchtime club available to students with social needs, designed to encourage social skills and this will run termly and be facilitated by the SEND support team.

If your child has support in class, this will continue into schools trips.

Classes in year 7 are currently mixed ability to ensure students are able to learn from their peers.

**What support is in place for improving emotional and social development?**

* At Cedar Mount, we believe in nurturing the whole child.
* We have a dedicated pastoral team with year leaders who are on hand to support your child with all aspects of school.
* We have a no tolerance approach to bullying, and we are particularly aware how vulnerable some of our students with special educational needs can be.
* There is a clear, and cohesive, behaviour support policy.
* We liaise with parents frequently to ensure families feel supported.

**How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people’s SEN and supporting their families?**

We regularly liaise with a range of trust services and external agencies and we will follow guidance given when possible. We will always seek your consent before referring your child to an outside agency. We do encourage parents to allow agencies to share information with a key member of staff at school. We liaise with the following agencies currently:

* Melland High School Outreach team
* BFET TASS Team, who provide Educational Psychologist support and Speech and Language Therapist support
* Common Assessment Framework Team (MCAF)
* Child Adolescent and mental Health Service (CAMHS) (NHS) http://www.cmft.nhs.uk/childrens-hospitals/our-services/child-and-adolescent-mental-healthservices.aspx
* Lancastrian Sensory Support Service (Hearing and Visual) http://www.lancasterian.manchester.sch.uk/page/contactus/106/
* Children’s Services (SEN)

**What arrangements are made for handling complaints from parents of children with SEN about the provision made at the school?**

If you have a complaint, in the first instance please contact myself, Laura Markendale (SENCo)

Should you feel the need to escalate your complaint, please contact Nicola Carson (Assistant Vice Principal with responsibility for SEN)

The Manchester Council Local Offer is published online at: [Manchester Council.](file:///C%3A%5CUsers%5Cstnc02%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.Outlook%5CEM6Y40QI%5CManchester%20Council%20Local%20Offer)

If you require further information, or specific data regarding SEND, please see the school website, [www.cedarmount.manchester.sch.uk](http://www.cedarmount.manchester.sch.uk) or the [Manchester Council Local Offer](http://www.manchester.gov.uk/info/500132/special_educational_needs/6181/manchesters_local_offer_for_children_and_young_people_with_sen_and_disabilities).