

SEN Information Report

School Name

Trafford's local offer makes it easier for families to find out about the support that is available for children and young people with SEN or who are Disabled. All schools and academies in Trafford are expected to identify and support pupils with special educational needs to make the best possible progress. Schools are supported to be as inclusive as possible and wherever possible, the needs of pupils with a Special Educational Need are met in a mainstream setting, where families want this to happen. Trafford's Graduated Approach document provides guidance on what should usually be available within school's resources.

Schools have a duty to publish SEN Information on their website which is updated every year. The questions on this template were developed with parents. Some schools have chosen to complete this template to provide their SEN Information. To go straight to a particular question, use the links below:

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1. What kinds of special educational needs does the school provide for?

Manor Academy caters for children and young people between the ages of 11 and 18 who have moderate learning difficulties (MLD), autistic spectrum condition (ASC) and social and emotional mental health (SEMH). A number of young people also have associated physical needs which are catered for eg. Speech and Language Therapy. We currently have 101 pupils in the main body of the school, 24 in Manor College (post 16 provision) and 26 in the Autism Centre.

2. How does the school know if children/ young people need extra help and what should I do if I think my child/young person may have special educational needs?

All pupils have a statement/Education Health Care Plan (EHC). The Academy has access to a number of external agencies providing specialist support where identified in the statement/EHC Plan

3. How will both you and I know how my child/young person is doing?

- The Academy holds an annual pastoral and academic evening and every young person attends a person centred Annual Review.
- Each pupil has an Education Action Plan (EAP) which identifies individual targets based on pupils Statement / EHC objectives. This is shared with all parents and staff to ensure that relevant strategies and differentiated approaches are implemented in the planning and delivery of lessons
- The EAP will be reviewed on a termly / bi-annual basis dependent on the pupil.
- Subject targets are shared with parents via the academy's bi-annual reporting process
- A questionnaire is sent out to all parents/carers prior to the Annual Review which enables them to give feedback and prepare for the review meeting.
- The academic and personal progress of each young person is closely monitored
- End of year exam results for learners in Year 11,12 and 13
- Regular text messages, postcards home, school website and newsletter
- The use of Scerts principles and practise for students with an ASC where appropriate, is used to assess progress in the areas of social communication and emotional regulation.

4. How will the curriculum be matched to my child/young person's needs?

OFSTED November 2013

"The 6th Form provides personalised programmes which are well matched to the needs of each student so that when they leave school they are very well prepared for their future lives."

Each young person has access to a differentiated National Curriculum at Key Stage 3 and a wide range of externally accredited courses at Key Stage 4 and 5 ranging from Entry Level to GCSE. Pupils are able to opt from a diverse pool of subjects at the end of Year 9. There is an emphasis on communication skills for pupils across the school.

A focus for all learners at all key stages is the development of independence skills. We want all our young people to leave school with the skills they need to ensure they are successful in their adult lives.

5. How will school staff support my child/young person?

Every young person is supported through:

- A high staff to pupil ratio of qualified staff who are highly skilled and experienced in teaching pupils with SEN
- All staff have access to relevant and appropriate training
- Staff renew training in accordance with statutory guidance

- The needs of each pupil are identified through the EAP which is used effectively to support each learner
- Staff with specific skills are used to support the pupils eg. Autistic Centre, specialist subject teachers, behaviour support team

6. How is the decision made about what type and how much support my child/young person will receive?

Provision at Manor Academy is tailored to the individual. The amount and type of support a young person needs is decided through collaboration between parents/carers, school and partner agencies. Support programmes are regularly reviewed to ensure they remain relevant and successful.

7. How will my child/young person be included in activities outside the classroom including physical activities and school trips?

Every young person in school is given access to extra-curricular activities.

- Residential trips are offered annually to all year groups and include visits to Bispham, France, Kingswood in Wales, the Lake District and the Children's Adventure Farm Trust
- Extra-curricular activities are on offer four nights of the week and include performing arts, football, basketball, fitness sessions and cooking clubs. School lays on transport for young people who are not independent travellers to enable them to have equal opportunities
- The school has a bike pod on site and pupils benefit from rides out during the summer months
- Duke of Edinburgh Bronze Award is compulsory for young people in Year 10 and at Y11 pupils are able to opt for the Silver Award. Pupils enjoy camping out over night to gain the Bronze / Silver Award
- There are many visits each term as part of the school enrichment programme. Recent examples include the Imperial War Museum, The Blue Planet Aquarium, Jodrell Bank, The Palace Theatre, The German Markets, Dunham Massey Hall

8. What support will there be for my child/young person's overall wellbeing?

OFSTED November 2013

"The development of students' spiritual, moral, social and cultural skills and knowledge is extremely well supported by many and diverse opportunities to try out new things, visit new places and make a contribution to the school and wider community."

Each Key Stage has its own manager supporting the form tutors, teaching assistants and pupils in small class sizes with a high staff to pupil ratio. All pupils have a named member of staff who they go to if in need of additional support.

Manor Academy has a nurture base which caters for our more vulnerable learners and has a focus on the social and emotional aspects of learning (SEAL). We also have a resource base for young people with Autistic Spectrum Condition. These learners are supported in a highly nurturing and structured setting but with the capacity to access learning in the main body of the school if appropriate. Students within the main body of the school can also access sessions in the resource base pertinent to their needs.

9. What specialist services and expertise are available at or accessed by the school?

Every young person is supported through:

- Partner working. We liaise closely with our partners in Health and Children's services

- We work with a wide range of professionals including; speech and language therapists, occupational therapists, physiotherapists, psychologists, social workers, nurses, paediatricians and parent partnership.

10. What training have the staff supporting children/young people with SEND had?

All staff at Manor Academy are trained to support young people with SEND. Training is on-going and regularly reviewed to keep up to date with developments in the field. Training provided includes Teamteach (positive behaviour management), Autism Training, Restorative Practice, Safeguarding and Child Protection, Clicker 7 software, e-safety

11. How accessible is the school environment?

- A physically accessible school building including toilets and outdoor spaces
- Total access to the wide and varied curriculum
- An appropriate learning environment created to suit priority need, which encourages and supports young people to access learning eg sensory curriculum, fully differentiated activities
- Communication is supported according to the young person's needs eg. Picture Exchange Communication (PECS), comic strip conversations, social communication groups
- We are supported by the LA's Speech and Language Therapists who provide on-site support, assess young people's needs and devise appropriate SALT programmes for staff to implement as well as working alongside staff to develop our lego therapy programme.

12. How are parents and young people themselves involved in the school?

- At Manor Academy communication with families is extremely important to us. We offer an open door policy and encourage parents/carers to contact us on an on-going basis
- Where it is appropriate young people have a Home School Diary to exchange information between teachers and parents/carers
- A termly school newsletter is attached to the school website providing families with up to date information regarding the school.
- The Annual Review Reports are sent home prior to the meeting, at which parents/carers, staff and pupils can discuss issues pertinent to the individual young person
- Curriculum and Pastoral meetings occur twice a year which is an opportunity for families to speak to form and subject tutors
- School provides training events for parents eg Reading Scheme, e-safety, assessment without levels
- School has a useful website which provides access to a range of school information. Information ranges from the curriculum diet for each Key Stage to Family Events, to useful dates, to pictures and videos about residential and enrichment trips
- Families are invited to special occasions such as the Year 11 and Year 13 Leavers Assembly, school concerts
- Group call texts and emails are sent to parents/carers as a reminder to all events
- The school has a vibrant "Student Voice" where pupils are elected to represent the pupil body in a positive, informative way
- Mentors and Head Girl/Boy are elected each year in order to offer support to their peers where it is needed
- Pupils are encouraged to participate in events which raise a lot of money for chosen charities eg baking and selling cakes

- Pupils have the opportunity to engage in a “Pupil Attitude Questionnaire (PAQ) survey enabling them to have a voice and be heard around all aspects of school life

13. Who can I contact for further information?

Parents/carers are welcome to contact the school office who will put them in touch with the relevant member of staff regarding any queries or concerns

14. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

- A Transition Manager attends all the Year 5 and 6 Annual Review Meetings
- All prospective families are invited to look around the school hosted by the Transition Manager
- Formal and informal events are held for parents/carers and their children leading up to the start of Year 7 eg sharing of important information, social evening with Parents of Year 7 pupils
- Bespoke transition packages are arranged to enable a smooth transition from Year 6 to 7
- Year 7 pupils attend a residential during the first half term which helps them develop positive relationships with their peers and staff
- The Transition Manager is always available for individual meetings with parents/carers
- If a pupil transfers to a school mid- year the relevant Key Stage Manager will work closely with the family, pupil and prospective new school to ensure a smooth transition
- A Connexions Officer will attend all the Annual Reviews for Key Stage 4 and 5 learners in order to give advice regarding the next stage of education
- Manor Academy has close links with Trafford College, Loreto College, Salford College, Manchester College and Bridging the Gap and work together to develop bespoke transition packages which will include independent travel training
- Students who access Manor College (Post 16) engage in regular work experience opportunities within the employability curriculum that is compulsory for all students
- The curriculum has an emphasis on independence skills
- There are opportunities for Year 13 students to participate in the “Bridging the Gap” project hosted by Manchester Metropolitan University. This is an exciting opportunity for learners to work within a bustling and vibrant organisation such as MMU in order to develop real skills for life. The young people work alongside the employees from MMU in areas such as catering, the library, maintenance, print services and engage in 3 placements throughout the year

15. What other support is available?

Find more about the local offer of support which is available for children and young people who have SEND on the Trafford Service Directory www.trafford.gov.uk/localoffer or by contacting the Family Information service:

Telephone: 0161 912 1053 Monday to Friday, 8>30am until 5pm

Email: fis@trafford.gov.uk

Twitter: @traffordfis

Facebook: www.facebook.com/traffordfis