

# MANOR

## CHURCH OF ENGLAND ACADEMY, YORK



### Manor CE Academy Special Educational Needs and Disabilities (SEND) Report 2022/23

At Manor Church of England Academy we welcome everybody into our school community. The Academy has an Accessibility Plan (available on [Our Policies page](#)) which details how we achieve this for disabled learners and those with health conditions or impairments.

As a Church of England Academy we believe that our Academy should reflect God's wish that every child is welcome and should be provided with the opportunity to achieve his or her full potential. We recognise that every child is unique and special and will need to be recognised and known as an individual. Currently we work with students with a wide range of additional needs including, Dyslexia, physical difficulties, speech language and communication difficulties, Autistic Spectrum conditions, more general learning difficulties, those with rare syndromes, hearing and visual impairment and attention deficit disorders. We have a fully accessible building that is DDA compliant.

**Our Academy ethos is based on our motto which is:**

*Serving others, Growing together, Living life to the full.*

Every student at Manor CE Academy has the opportunity to follow all National Curriculum subjects as well as following an appropriate Key Stage 4 curriculum pathway.

The Hub provides a focus for additional support including meet and greet, break time and lunchtime pastoral and homework support.

We are committed to narrowing the attainment gap between SEND and non-SEND students. This may include short-term intervention or other interventions developed on an individual needs basis.

We have good attendance at Manor and all our students enjoy coming to school.

If your child has a special need or disability and you would like to know more about what we offer at Manor CE Academy please contact us on:

01904 798722 or email [SENCO@mce.hslt.academy](mailto:SENCO@mce.hslt.academy)

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### **Identifying Need**

Students are quickly “known” at Manor and we are constantly monitoring the progress of known students. Students with SEND are identified in a number of ways:

- Information comes from the Primary school
- Manor teachers raise concerns
- Parents share information and concerns
- Students themselves

In year 7 students undertake a variety of assessments including, reading, spelling and numeracy as well as a Cognitive Ability Assessment. These assessments give us a great deal of information and help us identify learning gaps and help identify students who may need additional support with reading, phonics or numeracy. Interventions will then begin to deliver the support needed.

Assessment of students’ progress is done formally at set points in the year for all students and the results shared through student reports.

SEND information is shared with teaching and support staff so that all the adults supporting your child have all the information they need. We will create a student passport for all students with a recognised SEND need, this will also be shared with parents and updated annually.

We share examples of good practice during department meetings and Teaching and Learning training with all staff. Sharing information enables colleagues to work together to overcome learning barriers.

### **How we support students through the curriculum**

We support students with identified needs in lessons or occasionally in smaller group settings. Support is geared to individual needs and the aim in both settings is to develop successful independent learners and happy students.

Students with a diagnosis of ASC will have regular mentor meetings with the Autism Champion and will be supported through the Zones of Regulation and have access to weekly lunchtime clubs like Socially Speaking.

Numeracy support will be delivered by the Numeracy Champion through form time interventions, progress is reviewed half termly and progress shared with parents.

Students with a formal diagnosis of Dyslexia will meet with the Dyslexia Champion who will ensure that the correct overlays, coloured paper and other strategies are up to date and shared with all teaching and support staff. The Dyslexia champion will also ensure that a ChromeBook is arranged if needed and when your child has an iPad the Champion will spend some time going through the settings to make sure that the iPad is set up in the most supportive way for your child. If appropriate, students with Dyslexia will have additional interventions once need is identified.

Students follow the full National Curriculum with appropriate support and differentiation.

In Key stage 4 students may take vocational qualifications (BTEC and GCSE) as well as other GCSE qualifications, when deciding options we look at individual needs, and in consultation with parents and teachers, modify the curriculum accordingly where appropriate.

**Examples of specific support:**

- On a daily basis students with additional physical needs access our lessons successfully.
- Our school has carpets that soften the acoustics for students with a hearing impairment.
- We have staff trained to help students cope with loss and bereavement.
- We develop learning programmes with parents and the student when facing new challenges within SEND.
- We have a strong welfare team that supports the pastoral needs of our students

**Consulting with Parents and Young People**

All students at Manor have formal consultation points during the year including parent's evenings. Students with SEND have additional reviews for their Educational and Health Care Plans or My Support Plans or Pupil Passports. Parents and students are fully involved at each point of the decision making process.

**Supporting Transition**

Transition is a very anxious time for parents and students, and it is vital to "get it right".

Transition from primary school can involve the following:

An initial visit to the primary school, usually in spring to ascertain specific need and requirements (some of this information may already be in school if the student has had a Year 5 EHCP review to which Manor were invited) Follow up visits to the primary school by a senior member of the SEND team to develop a greater understanding of need and effective ways of working at secondary level.

Students have a planned programme of transition visits to Manor as is appropriate to need. This is done in consultation with parents and the primary school.

Induction day is supported by the TA team.

It is important that parents feel they have a good relationship with the SEN team prior to transfer and so we will meet, talk or email many times before your child transfers. We will have established how we will communicate in the early weeks of transition and will have had the opportunity to address any specific issues that may affect your child. By the time your child enters Manor we should all know each other very well.

**Transition to Post 16 can involve the following:**

Access to a specialist SEND careers advisor who will provide advice and guidance for all EHCP students.

Initial visits to the different providers

Travel training if appropriate supported by York Independent Living and Traveling Scheme.

**Expertise of Staff**

All staff receive regular training in SEND with specific training being given as is appropriate. (This may occur for example if a young person enters our school with a rare syndrome). Our staff work every day with a wide variety of SEND pupils including those with: Autistic Spectrum Conditions, Physical Difficulties, Sensory impairments and learning challenges.

We have a large team of Teaching Assistants who are highly trained professionals including classroom based Advanced Teaching Assistants and Senior Advanced Teaching Assistants.



Training for all staff is on-going through whole school staff training sessions, Teaching and Learning Groups and Department meetings. Training is also accessed from the City of York specialist teaching team as well as staff participating in individual training and then disseminating training from external courses.

### **Evaluating our Effectiveness**

We are constantly looking to improve the provision we make for our students and we do this in several ways: Parental feedback through face to face consultations/reviews and surveys

Student voice

Staff feedback

Outside agency specialist and Local Authority advice and guidance

We formulate a development plan each year and we are a constantly changing and evolving department within Manor as we seek to facilitate the development of each individual student in our care.

### **How young people with SEND engage in extra-curricular activities**

All our students are encouraged to take part in the wider aspects of academy life. Students with SEND are encouraged to attend our residential trips both in this country and abroad. They do this with planned support as is appropriate to their needs. We also run a wide range of clubs which all students are encouraged to attend; they include Performing Arts, Sports, Chess and have a very active Library. Within the Hub we also support homework

### **Additional Pastoral Support**

It is important to us that all our students are “known”. Each student belongs to a tutor group with a tutor who will get to know them well. They also belong to a Year group with a Year leader and a House.

In addition, we have a strong pastoral team who are trained to support students through difficult or challenging times as they tackle the complexities of adolescence.

We have an Anti-Bullying Policy which can be found on the website along with our other policy documents.

### **Accessing other support**

*York Parent Partnership Service* is part of the LA's special educational needs (SEN) services. They provide impartial support, advice and information for parents and carers of children with special educational needs. The service is free and can be provided over the telephone, at home visits or through support at school meetings.

Contact: [Yorksendiass@york.gov.uk](mailto:Yorksendiass@york.gov.uk) Tel: 01904 554312

Information about the York offer for SEND can be found on the YorOK website.

Complaints procedure for Manor CE can be accessed from the academy's own website.

Secondary school works best when parents, students and teachers work together. Please be assured of an open door should you have any queries, worries or successes you want to tell us about.

Best wishes

Assistant Principal - SENDCO

Tim Godfrey - Associate SENDCO

Marion HUDson - Assistant SENDCO

