



SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND)

Information Report and Local Offer 2022-23

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 (SENDCO) is:

Name: Hannah Yuille

Email: hyuille@cma.bright-futures.co.uk

Telephone: 0161 248 7009

Our Assistant Special Educational Needs Coordinator (SENDCO) is:

Name: Joanne Kay

Email: jkay@cma.bright-futures.co.uk

Telephone: 0161 248 7009

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 special educational needs (SEND).

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 SEND are provided for?

There are four main categories of Special Education Need.

- 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 interventions, 1:1 support and the use of specialist equipment if required.

What policies do the school have for identifying children and young people with SEND 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 the SEND team using a structured referral process.

Updated November 2022 – H.Yuille

- A full overview will be collated, observations will be conducted, and pupil voice will be collected – discussions with parents/carers will take place to discuss concerns.
- Where necessary further SEND assessment will be carried out and recommendations will be made – which could include further SALT (Speech and Language) or EP (Educational Psychologist) input.

What are the arrangements for consulting parents of children with SEND 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 SENDCO and assistant SENDCO, we will always keep parents and carers informed and ensure that we are available for consultation when required.

Decisions will always be made with parental involvement and taking into consideration student needs.

We will also be available at parent's evenings throughout the year.

What are the arrangements for consulting young people with SEND 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 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 an Educational Health and Care Plan (EHCP). These reviews will include academic assessment and will take into account, parental views, student views and both social and academic progress. These meetings will include advice from external agencies and Social Care where applicable.

All pupils on the SEND Register will have an Access to Learning Plan (ALP) and will be allocated a keyworker who will update these with the pupil, every half-term, to accurately reflect student voice. Initially, ALPs will be written during transition. These will then be updated following any review meetings, TAP (Team Around the Pupil) referrals or reports from external agencies such as the EP, SALT and OT (Occupational Therapist).

If your child is being monitored but is not yet on the SEND Register, 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?

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, and as a team, SENDCO and Assistant SENDCO, we 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 SEND?

Inclusive high-quality teaching will always be at the forefront of the provision at Cedar Mount. We encourage students of SEND to learn alongside peers in a safe, stimulating learning environment. If a child's need prevents them from learning in this way, then their needs will be assessed, and suitable support will be identified.

Below is a list of some of the additional support provision provided at Cedar Mount:

- SALT Assessment
- Language for Behaviour & Emotions
- One-to-one Precision Teaching in Literacy and/or Numeracy.
- Inference intervention
- Smaller teaching groups
- Lego Intervention
- 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.
- Beacon Counselling & Mabel Therapy
- Emotional Literacy Support – Wellbeing Toolkit, Dealing with Feelings
- Zones of Regulation
- Art & Wellbeing
- Growth Mindset
- DMSF

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

Adaptations are made to the curriculum taking into account specific needs. Inclusive high-quality teaching will ensure a variety of techniques are used within the classroom.

We also offer:

- Scaffolded learning opportunities
- In class Teaching Assistant (TA) support
- Scholar Club (staffed by Academic Mentors and TAs)
- Communication Friendly classrooms
- Use of dual coding/visuals to support learning.
- Task Planners/now and next boards to promote independence.
- Pre-teaching of key vocabulary and concepts

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 SEND, including how specialist expertise will be secured?

- The academy's SENDCO is a qualified teacher and has completed The National SEND Award.

Updated November 2022 – H.Yuille

- All our TAs receive an induction and access to an ongoing training programme to develop specialisms around SEND.
- TAs 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.
- There is a whole school continuous professional development programme with SEND specific sessions.
- Our SENDCO and Assistant SENDCO are both qualified as Youth Mental Health First Aiders
- Our SEND Team are qualified to make referrals to Child and Young Peoples Mental Health Services (CYPMHS) in conjunction with our safeguarding team.

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

The Academy conducts internal reviews at least annually in addition to the on-going monitoring and evaluation of provision and outcomes. As SENDCO and Assistant SENDCO, we report regularly to the principal. 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 SEND enabled to engage in activities available with children and young people in the school who do not have SEND?

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

There is also a break and lunchtime club available to students with social needs, designed to encourage social skills and is held within the SEND Base.

If your child has support in class, this will continue when on school trips.

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.
- We offer targeted intervention to pupils.
- We have Early Help Support, School Home Support (SHS), Counselling and access to a school nurse.

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 SEND 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
- Grange School Outreach Team
- BFET TASS Team, who provide Educational Psychologist 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>
- Manchester Sensory Support Service (Hearing and Visual)
- Children's Services (SEND)
- Early Help Team
- Speech and Language Therapy NHS
- LOIS Outreach
- Bridgelea Outreach

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

If you have a complaint in the first instance, please contact, Hannah Yuille (SENDSCO) or Karen Walsh (Vice Principal and Line Manager of SEND)

If you wish to take your complaint further, please contact a member of the senior leadership team.

Please contact via phone or email in the first instance, as meetings cannot be guaranteed without prior notice.

The Manchester Council Local Offer is published online at: [Manchester Council](#).

If you require further information, or specific data regarding SEND, please see the school website, www.cedarmount.manchester.sch.uk or the [Manchester Council Local Offer](#).