



Cedar Mount Academy

Special educational needs (SEN) information report

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Dear Parents and Carers,

The aim of this information report is to explain how SEND support works in our school.

Note: If there are any terms we’ve used in this information report that you’re unsure of, you can look them up in the Glossary at the end of the report.



What types of SEN does the school provide for?

Cedar Mount Academy provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties

Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

Which staff will support my child?

<p>Mrs C McCusker SENDCo</p> 	<p>Mrs McCusker is an experienced teacher with a passion for supporting pupils with special educational needs. Working alongside the senior leadership team, she leads and manages provision at Cedar Mount Academy, and provides support and training for teachers and teaching assistants.</p>
<p>All teachers</p>	<p>All of our teachers receive in-house SEND training as part of our ongoing CPD programme, and are supported by the SENDCo to meet the needs of pupils who have SEND.</p>
<p>Miss N. Frost Assistant SENDCo</p> 	<p>Miss Frost is our Assistant SENDCO, she is in charge of the day-to-day operation and delivery of effective provision for pupils identified as having Special Educational Needs (SEND). Miss Frost is working towards the Access Arrangements Course which will accredit her to write access arrangements for public examinations.</p>

Teaching assistants (TAs)

We have a team of TAs, including a higher-level teaching assistant (HLTA) who are trained to deliver SEN provision.

Ms Farrell	Ms Farrell is our HLTA for literacy. She has completed phonics training and is our lead for Lexonik interventions. In addition she has attended training in autism awareness.
Ms Lee	Ms Lee is our HLTA for SEMH. With a MA in International Education and experience of supporting pupils with a wide range of needs she leads on support for pupils with SEMH.
Mr N Hairsine	Supports teachers and helps children with their educational and social development, both in and out of the classroom. He is trained in Lexonik and he also runs our Diversity Club on a weekly basis.
Mr H Wilkinson	Supports teachers and helps children with their educational and social development, both in and out of the classroom. He is trained in Lego Block therapy and Lexonik for literacy intervention.
Mrs D Olivier	Supports teachers and helps children with their educational and social development, both in and out of the classroom. She is trained Lexonik for literacy intervention and supports the English department with pre-teaching
Mrs T Crockford	Supports teachers and helps children with their educational and social development, both in and out of the classroom. She is trained in Drawing and Talking Therapy and Lexonik.
Miss E Al-Ghailani	Supports teachers and helps children with their educational and social development, both in and out of the classroom. She is trained in Lego Block Therapy, Haven Interventions for neuro-diverse children and Lexonik.
Mrs L Kapliandis	Supports teachers and helps children with their educational and social development, both in and out of the classroom. She supports the maths department with pre-teaching.

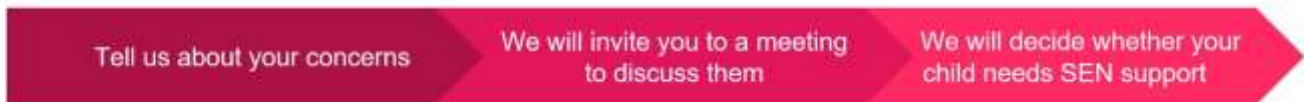
External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapist
- Educational psychologist

- Occupational therapist
- GPs & paediatricians
- School nurse
 - CAMHS (Children Adolescent Mental Health Services)
 - M-thrive, a mental health service
 - 42nd Street
 - Beacon Counselling
 - Mable online Counselling
 - Manchester Sensory Support Service
- Social services and other LA-provided support services

What should I do if I think my child has SEN?



If you think your child might have SEN, the first person you should tell is your child's teacher via the school office or through Class Charts

They will pass the message on to Mrs McCusker (SENDCo) who will be in touch to discuss your concerns.

You can also contact the SENDCo or Assistant SENDCo manager on 0161 248 7009

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

How will the school know if my child needs SEN support?

Inclusive high-quality teaching, adapted for individual pupils, is the first step in responding to pupils who have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. At Cedar Mount Academy adaptive teaching for individual students is the first step in responding to pupils who may have SEND.

This means:

- That the teacher has the highest possible expectations for all pupils in their class
- That all teaching is built on what children already know, can do and can understand

- A range of teaching strategies are in place so that pupils are fully involved in their learning and know how to move their learning forward
- Specific strategies (which may be suggested by specialist teachers or outside agencies) are in place to support pupils to learn
- Communication between staff and parents is ongoing to inform how their child is progressing
- Quality of teaching for all pupils is regularly reviewed and staff regularly receive evidence-based training in order to create a fully inclusive learning environment
- Student progress is constantly assessed and reviewed and any gaps in their understanding/learning will be identified and addressed through specific subject targets and subject specific interventions.

All our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress in their school work or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil additional support to try to fill it. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will make a referral to the SEND department, The SENDCo will gather information on the pupil to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCo will ask for your opinion and speak to your child to get their input as well. If necessary, we may ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

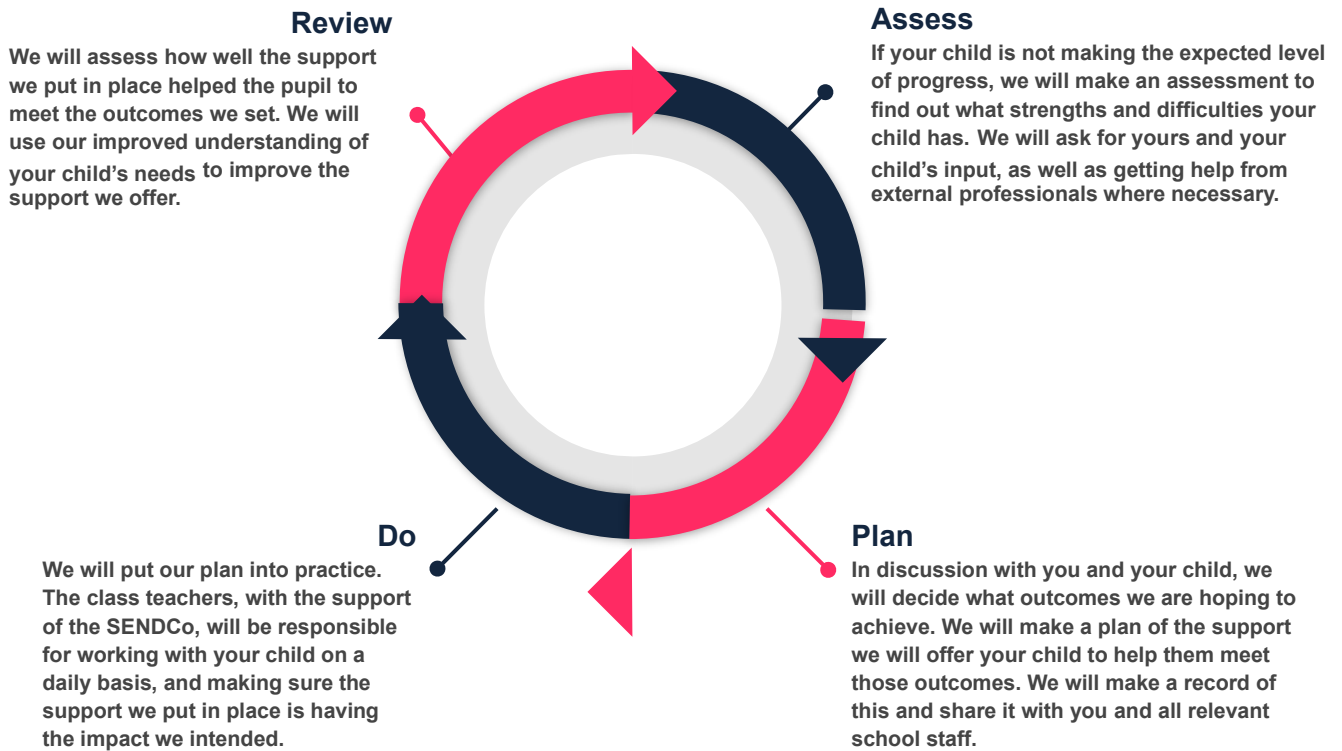
Based on all of this information, the SENDCo will decide whether your child needs SEND support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENDCo will work with you to create a SEND support plan for them.

5. How will the school measure my child's progress?

If a pupil is identified as having SEND, we will use our best endeavours to provide support that is 'additional to' or 'different from' the differentiated approaches normally provided as part of high quality, personalised teaching.

At Cedar Mount Academy we follow the graduated approach, this is a 4-part cycle of **assess, plan, do, review**:



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress. We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

If the pupil's needs are such that we believe that additional top-up funding/resourcing is required to fully support their needs, then a request for an Education Health Care Plan will be requested by Cedar Mount Academy. The pupil and the parent will be intrinsically involved in the application process. The local authority will assess the application and if in agreement will issue an Education Health Care Plan (EHCP) outlining the provisions to be made. Pupils with an Education Health Care Plan will have their needs met, as laid out in the SEND Code of Practice 2015.

How will I be involved in decisions made about my child's education?

Through our **home school agreement**, we encourage an active partnership between school and home. Regular reviews of progress are carried out (termly) by all subject teachers and contact is made home if a pupil is underachieving. Success is celebrated through our reward system.

Parents are invited to speak with their child's subject teachers at parents' evenings, and form tutor or head of year whenever necessary. Class Charts can be used to contact school or a member of staff for a specific query. All pupils on the SEND register will have specific targets that they can work on at home. Opportunities will be provided by Cedar Mount Academy to help you support your child at home, (see school calendar e.g., SEND coffee mornings). Our newsletters and website will share information about the curriculum and school.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school. If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

How will my child be involved in decisions made about their education?

Your child will be at the centre of all decisions made and will be involved in all target setting to support them in school, as we encourage all pupils to be responsible and ambitious and will support them in fulfilling their aspirations. We will always capture the voice of the pupil before a decision is made.

How will the school adapt its teaching for my child?

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at Cedar Mount Academy.

We will adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum. At Cedar Mount Academy, we work on an individual basis to make sure the adaptations we make are meaningful to your individual child's needs.

These adaptations include:

- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, multisensory approaches.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

➤ Teaching assistants may support pupils on a 1-to-1, in small groups or providing roving support for a whole class depending upon the direction of the subject teacher.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables and checklists Clear routines with prior warning about deviations from the norm.
	Speech and language difficulties	Speech and language therapy sessions and Lego therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slopes Coloured overlays Assistive technology
	Moderate learning difficulties	Graphic organisers Pre-teaching and over learning.
Social, emotional and mental health	ADHD, ADD	Regular movement breaks
	Adverse childhood experiences and/or mental health issues	Pastoral support and peer support groups
Sensory and/or physical	Hearing impairment	Appropriate seating
	Visual impairment	Adapting lesson resources
	Multi-sensory impairment	Multisensory and tactile resources
	Physical impairment	Individual accessibility plans

These interventions are part of our contribution to Manchester LA's local offer.

How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing the impact of interventions and assessing progress towards your child's goals each term
- Speaking to both yourself and your child.
- Ongoing monitoring by subject teachers and the SEND department
- Using provision mapping software to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- a. Extra equipment or facilities
- b. More teaching assistant hours
- c. Further training for our staff
- d. External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

If additional funding is needed beyond what school can cover, we will seek it from our local authority.

How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All children are included in our extra-curricular activities and educational visits. Staff carefully select transport, activities and venues that are suitable for all pupils. All pupils are included in extracurricular clubs. The participation of pupils with specific needs is closely monitored by the staff. All children are included in all aspects of school life wherever possible by careful risk assessment; putting extra support in place where necessary. Parents are always consulted when pupils may need some extra provision when learning goes beyond the classroom.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

How does the school make sure the admissions process is fair for pupils with SEN or a disability?

We ensure that all stages of the admissions process are inclusive and realistic. Our SENDCo and Assistant SENDCo are available at our annual Open Evening for discussions with parents and pupils regarding our school offer. However, individual tours of the school and discussions can also be booked. We then work closely with the local authority to ensure that any consultations for those pupils with EHCPs are accurate in terms of what we are able to offer pupils with very specific needs. We ensure that our admissions list from the local authority matches our information. Our oversubscription criteria is objective and at no point is there an opportunity for pupils with a disability or a SEN to be unfairly discriminated against.

How accessible is Cedar Mount Academy?

Cedar Mount Academy has lifts and school access is not limited for wheelchair users, and reasonable adjustments will always be made to allow access around the school. Advice will always be sought to support all children on a needs basis. Risk assessments are carried out if a child has specific needs based on advice from professionals.

How will the school support my child's mental health and emotional and social development?

At Cedar Mount Academy, we support pupils social and emotional progress throughout their time here. All pupils have daily contact time with a dedicated form tutor for the duration of the pupil's time at Cedar Mount Academy. The Head of Year and Assistant Progress leaders also remain with the same year group for five years which creates an excellent pastoral care system. This system enables a foundation for meaningful relationships between tutors, pupils and Heads of Year Assistant Progress leaders. When we have identified a need for a child, we match the provision accordingly. We monitor the impact of interventions through regular meetings and tracking of pupil progress. The SENDCo reports this information to the head teacher who then reports to the Governors.

We will also use:

Personalised programmes of support and regular reviews of impact

Highly skilled teachers and support staff

Early identification of needs

Full parental support

Support mechanisms to encourage good attendance

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we share good practice between teaching staff and ensure that new teachers are aware of SEND needs and targets before taking on new classes.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Primary to Secondary

Transition programmes are in place with all our feeder primary schools to allow children to progress to the next level of their education confidently. Transition programmes are tailored to the individual needs of the child. We deliver a series of year 6 transition days which are personalised for pupils who have experienced difficulties in the primary setting. Meetings are held whilst your child is in year 6 to begin the process of transition into year 7. Heads of Year and key staff make visits in the primary school setting to help prepare pupils for the changes ahead.

Onto adulthood

We provide all our pupils with appropriate advice on paths into work or further education. Here at Cedar Mount Academy, we take the future employability and career development of our pupils extremely seriously. We have dedicated independent and impartial advisers in school to provide individual advice and guidance.

We work with pupils to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

What support is in place for looked-after and previously looked-after children with SEN?

Mr Gibson (our DSL) and Ms Millward (our DDSL) work closely with Mrs McCusker and Miss Frost, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

What should I do if I have a complaint about my child's SEN support?

If you have any complaints the first port of call is the SENDCo (Mrs McCusker) on 0161 248 7009 or by emailing (cmcusker@bright-futures.co.uk) If this is not appropriate or you feel that it is more serious then you need to contact the Principal.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination> You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at The Manchester Local Offer <https://hsm.manchester.gov.uk/kb5/manchester/directory/advice.page?id=8kV3K5ctdbw>

Guidance on independent support for parents

<https://www.iasmanchester.org/>

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams

- **Annual review** – an annual meeting to review the provision in a pupil’s EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil’s needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability
- **SENDCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages