



**MANOR DRIVE SECONDARY ACADEMY**

**SEND**

**Information Report**

**2022-23**

**“Making SEND everybody’s business”**



Special Educational Needs  
& Disabilities

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At Manor Drive Secondary Academy we believe that every child has the right to achieve their full potential. We aim to raise the aspirations of, and expectations for all students with special educational needs.

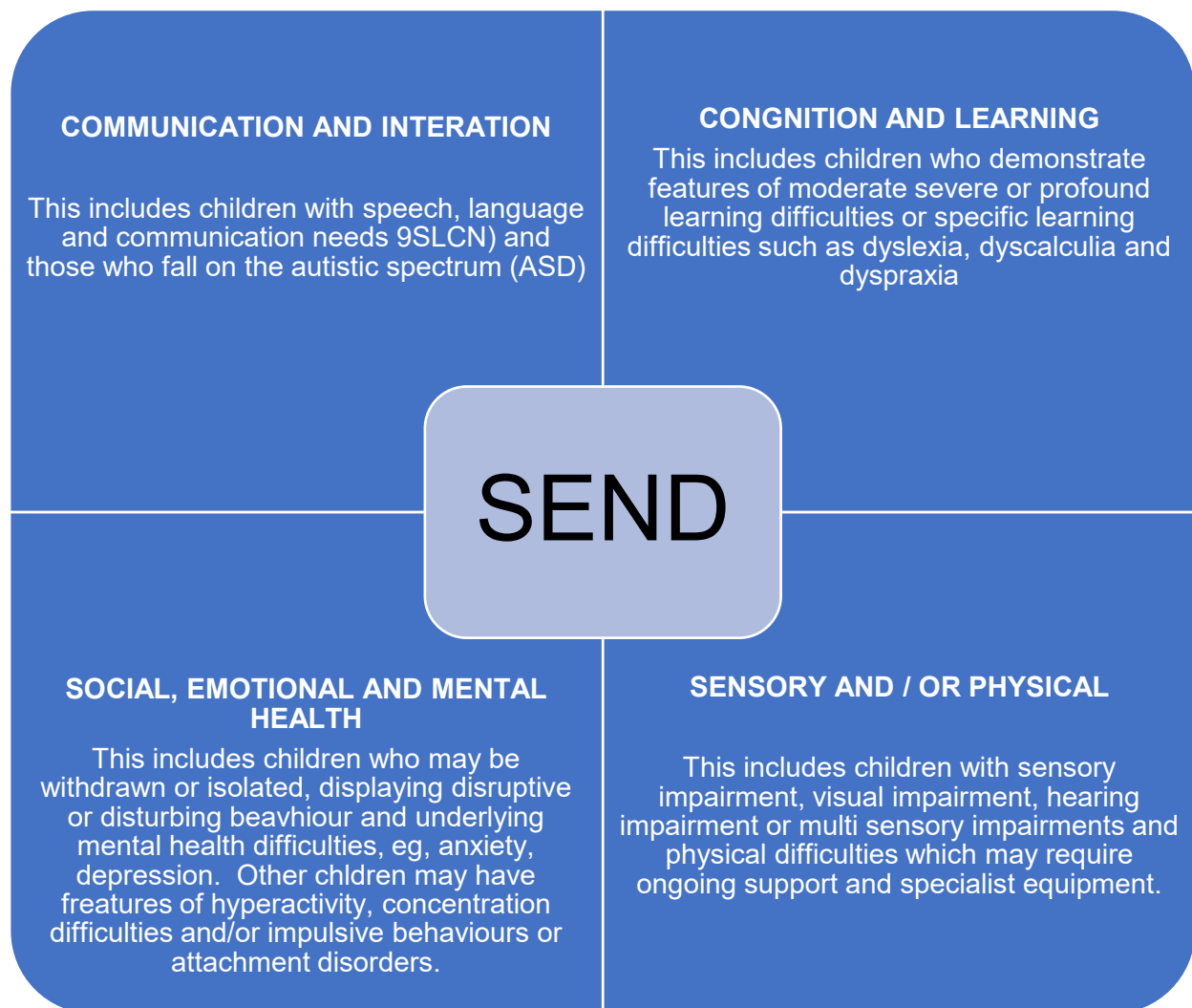
In this brochure you will find out how we identify children with SEND and the provision that we put in place to help meet their needs.

### **What are special educational needs?**

A child has special educational needs or disabilities (SEND) if they have a learning difficulty or disability which means that they find it significantly harder to learn, or to do activities which children the same age are able to do.

At Manor Drive Secondary Academy, we ensure that our environment and provision is accessible to all, making reasonable adjustments to meet individual needs.

The four main areas of SEND; as detailed in the Code of Practice (2015 p 85) are:



## Are disabled children also SEN?

The Equality Act (2010) states that a disability is:

**“...a physical or mental impairment which has long term and sustainable adverse effect on their ability to carry out normal day to day activities”**

This definition includes sensory impairment such as those affecting sight or hearing and long term health conditions. Children with a disability that impacts on their learning and therefore requires special education provision will also be covered by SEND definition.

**Who can I contact in school to discuss my child's difficulties with learning, special education needs or disability?**

Please email [office@manordrivesecondary.org.uk](mailto:office@manordrivesecondary.org.uk) or telephone the school office stating your email is for the attention of:.

The SEN Lead at Manor Drive: Mrs Anna Knight  
The Trust SENCo: Mrs Bernie Harrison



## What kind of SEN do we provide for?

We adapt our provision to meet the needs of the children in our school. We are committed to providing quality first teaching so that all children can make good progress within their learning, whatever their starting point.



## How does the Academy identify if my child has a special educational need?

Manor Drive Secondary Academy follows a graduated approach to identifying SEND. More information on this can be found in our SEND policy. Students with SEND are identified in a variety of ways, including the following:

- ✓ Close liaison with feeder primary and previous schools.
- ✓ Rigorous tracking of student progress.
- ✓ Lesson observations.
- ✓ Concerns raised by Teachers/adults within the school
- ✓ Individual assessments in school or by external professionals such as educational therapists, speech and language therapists or paediatricians.

## How will Manor Drive Secondary Academy let me know if my child has a special educational need?

You are the person who knows your child best and we value working in partnership with you. We strongly believe that a partnership approach with parents/carers is the best way to support a pupil's learning and needs.

Your child's class teacher may contact you to discuss the progress of your child in a special subject area.

The class teacher may also talk to you about any issues during parent consultations.

A member of the SEN Department may contact you regarding concerns about your child's learning.



## What support is available for my child?

Support and provision is adapted to meet the individual needs of the children at Manor Drive Secondary Academy.

Here are some examples of the provision we may offer:

- Small SEN Forms
- Small Literacy groups
- Visual prompts and scaffolds such as visual timetables
- Opportunities for oracy in most lessons
- Oracy expectations throughout the school
- Social Article Discussions with trusted adults
- Meet and greet service at main reception

### Communication and Interaction



- A team of staff support the physical, medical and care needs of children
- Support from Occupational Therapy Service
- Support from Physiotherapists
- Sensory programmes such as sensory
- Visits from Teacher of the deaf, vision impaired and Physical Disability
- Pencil grips and wider pencils
- VI adaptations

### Physical and Sensory



- Subject withdrawal
- ICT including access to devices
- A Teaching Assistant or Higher Level Teaching Assistant in class
- Explicit approach to teaching
- Retrieval Sessions
- Specifically designed curriculum to support retention of knowledge
- Experiences that provide a kinaesthetic approach to enhance and embed understanding
- Small Literacy / Numeracy groups
- Exams Access Arrangements - reader, scribe, extra time

### Cognition and Learning



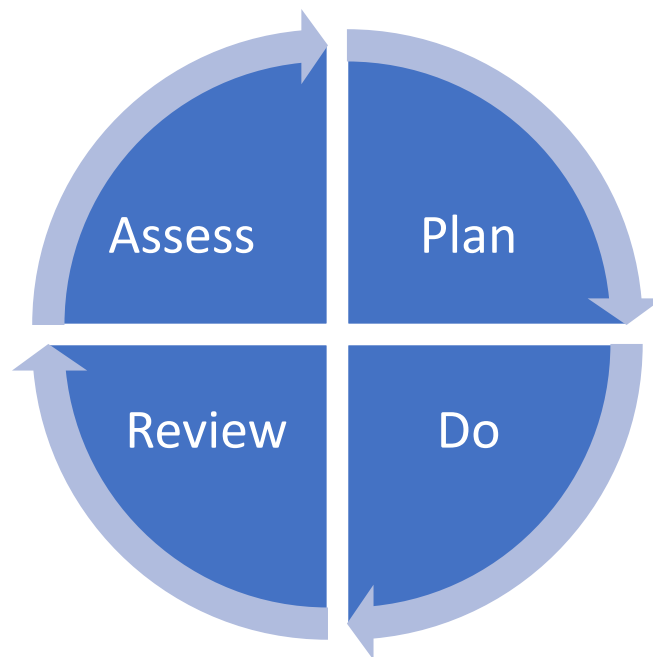
- Outreach to professional services
- PSHE programme
- LGBTQ+ Club
- Wellbeing Club
- Access to fully qualified Trust counsellor
- Opportunities for students to voice their worries either in class or through the worry box plaque and box
- Bespoke SEMH programmes
- Early Help Assessment Service
- Time out card
- 5 point plan of escalation

### Social, Emotional and Mental Health





**How will Manor Drive Secondary Academy know that the additional support my child has received has made a difference to their learning and how am I and my child included in this review?**



In collaboration with you and your child, a member of the SEN team will create an Assess, Plan, Do, Review (APDR) with support and advice from the Advisory Team. Learning Plans follow the APDR model where we ASSESS your child's strengths and barriers to learning in the four areas of SEND.

This allows us to PLAN and set specific outcomes that you want your child to achieve based on their areas of difficulty. We then look at what provision needs to be place. At the end of the term, we will meet again to REVIEW the progress made. And start the cycle again by assessing what we do next.

Your child's progress will also be monitored through assessment and monitoring that help to inform the review process of their Learning Plan.

Where students have not made adequate progress the SEN team may decide to ask for MORE specialised help from external agencies, if not already involved.

You and your child will be kept informed and encouraged to be actively involved in all stages of this plan.

As a parent, we welcome your support and feedback. You can at any time, arrange a suitable appointment to speak with a member of the Manor Drive Team.



# Educational Health and Care Plans

## What is an EHCP?

For children that require a very high level of ongoing support Manor Drive Secondary Academy will apply for an Educational, Health Care Plan.

This is a legal document which describes a child or young person's special educational needs, the support they need, and the outcomes they would like to achieve. It can provide support for a child or young person in education up to the age of 25.

## How does Manor Drive Secondary Academy support children with medical conditions?

Students at the Academy with medical needs are fully supported so they have full access to education and enjoy the same opportunities as any other child.

Where children have physical or medical needs, the Academy will work collaboratively with parents, carers, healthcare professional, attendance officer, and where necessary create an individual health care plan to ensure student's needs are being met.

If you have any concerns regarding support for your child's medical needs please contact the SEN team.



# Looked After Children

What are the arrangements for supporting children and young people who are looked after by the Local Authority and have SEN?

Manor Drive Secondary Academy recognises that for looked after children, many of whom may have difficult circumstances to overcome, it is imperative that their needs are quickly and efficiently assessed and provided for so that the effects of any instability on their education is reduced to a minimum.

At Manor Drive we liaise closely with the relevant professionals, listen to both the pupil and their carers wishes and support the Local Authority in implementing a personal Education Plan (PEP) with focused outcomes as part of the child's care plan. The wellbeing and progress of the child are closely monitored and reported back during PEP meetings to inform future outcomes and support. We also acknowledge the positive impact regular contact between school and carers can have for looked after children.

At Manor Drive we believe it is important to have high aspirations for all children including looked after children and those with special educational needs.

The Designated Teacher for Looked After Children is Mr George Collins.



**Mr George Collins**  
**Designated Teacher of**  
**LAC**

# English as an Additional Language (EAL)

At Manor Drive Secondary Academy we welcome and celebrate the richness of diversity and culture that our EAL students bring to Academy.

The current definition of EAL has changed and encompasses more students. It now refers to students who speak English as an additional language but have also been 'exposed' to a language at home that is known or believed to be other than English. (Dept for Education 2019). Each identified EAL student has the opportunity to meet with the EAL Co-Ordinator who assesses their needs and what support each student might need to ensure they can excel in the Academy. The EAL Co-Ordinator is also responsible for the overview and implementation of 'Embracing Different Culture' day, and the promotion of different culture in school wide assemblies.



**Mr Dan Loftus**

EAL Co-Ordinator

Teacher of MFL

# Whole School Literacy

Mrs Anna Knight is responsible for promoting whole school literacy in recognition that literacy is the basic cornerstone for all students in being able to access a broad and balanced curriculum.

- Literacy in Every Lesson- it is every teacher's responsibility to understand their student's abilities to read and comprehend texts and to support reading in their subject specialism. Training to be provided for all teachers on Literacy in the classroom.
- Targeted vocabulary in every subject is part of the faculty strategy. Explicit teaching of Vocabulary uses a variety of approaches.
- Opportunities to comprehend complex texts as part of teaching– all students will have the opportunity to read challenging texts with support and guidance.
- Complex writing tasks are broken down by class teachers into manageable steps to support progress for all.
- Tasks encompass combined reading and writing skills at every opportunity across all disciplines.
- High-quality, structured talking time is a part of curriculum and tutor time.
- Specific individualised interventions alongside stretch and challenge is addressed through a Tiered Literacy Model approach. Frequent monitoring of student progress allows adjustments to students learning journeys as appropriate.

## **Tiered Literacy Model**

All students will have Quality First teaching with the school's Literacy strategy embedded across all subjects and will participate in Literacy Thursday sessions as detailed below:

- Programme of learning will focus on reading, writing, and talking.
- All elements of the programme of learning will include opportunities for stretch and challenge as well as various approaches for scaffolded support.
- Students will be monitored on their reading and spelling ages at the start and end of the academic year.
- In-year assessments in English will allow progress to be monitored between these points and beyond the scope of reading and spelling.
- Small groups within classes will be used to facilitate peer support and as an opportunity to provide challenge.
- We aim to develop a network of community and parent volunteer reading buddies.
- The library will be a vital resource alongside activities such as competitions to nurture a love of reading.

Those who are identified as requiring support beyond the Literacy Strategy highlighted above will have a tailored approach to meet their needs in a two phase system:

- Specialist support in Literacy Thursdays with an English teacher or HLSA to assess need and provide intervention. This intervention will be regular, in a small group and with a targeted approach.
- Students unable to access the wider curriculum due to poor Literacy skills will have additional timetabled sessions in a small group working with an HLSA to develop skills they need to master including phonics, spelling rules and letter formation as required.

Based on SATs scores, CATs scores and reading and spelling age scores, there is also targeted literacy intervention for small groups where precision teaching of literacy skills are targeted for these students.



**Mrs Anna Knight**

Literacy Co-Ordinator

Teacher of English



# The Manor Drive Approach to SEN

At Manor Drive we have a fully inclusive ethos. Our curriculum offer is broad and balanced and taught with an explicit and repetitive approach to enhance the retention of knowledge and skills for all children. We provide quality first teaching with a balance of experiences, visual models worked examples and lots of opportunities to support learning ensuring success for all children.

The SEN Lead ensures that teachers are aware of a student's individual needs and advises and supports them to provide the necessary resources and tools to enable these children to access their learning.

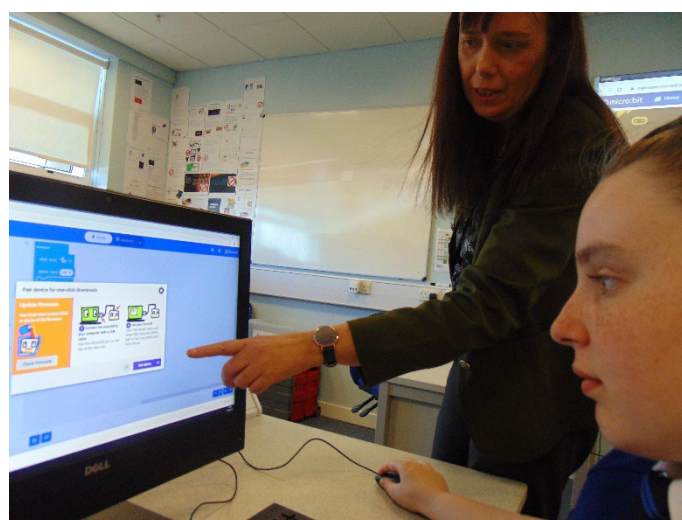
**How does Manor Drive Secondary Academy ensure teachers and support staff have the expertise and training to support my child's special educational need or disability?**

We carry out regular training within the Academy in areas such as autism, hearing, speech and language. Epi-Pen, First Aid, Asthma etc. we also invite external specialists in from various areas of SEN, depending on the current needs of the children in the school



**How with the Academy evaluate the effectiveness of the provision made for each child with special educational needs or disability?**

The SEN team map the provision for children to ensure their needs are being met. Provision and support is decided by the parent and the Academy so as to provide a bespoke package to meet individual need. Provision maps are sent out every term.



# Happiness and Wellbeing of My Child

We believe the Academy has a key role in promoting children's positive wellbeing.

Manor Drive Secondary Academy has developed a range of strategies and approaches including:

Student- led activities	Transition programmes	PSHE Curriculum
<ul style="list-style-type: none"> <li>• Early identification of children to staff</li> <li>• School Council campaigns and assemblies to raise awareness of topical issues such as mental health and bullying.</li> <li>• Child Led one-2-one sessions</li> <li>• Social Scripting</li> <li>• Access to a Pastoral Team and Pastoral Hub</li> </ul>	<ul style="list-style-type: none"> <li>• Transition Programmes to secondary schools</li> <li>• Robust Year 6 into Year 7 Transition</li> <li>• Additional SEN Transition days with specific wellbeing workshops</li> <li>• Transition pack sent out with school maps/timetables/staff photos</li> <li>• Introduction to trusted adult in SEN Department</li> <li>• Private Tours, where applicable</li> </ul>	<ul style="list-style-type: none"> <li>• Anti Bullying week</li> <li>• Wellbeing time during form Tutor Time - whole school focus on doing things which make us feel good.</li> <li>• Display area in school for information about school wellbeing, positive mental health and where to go for help and support.</li> <li>• Through PSHE (Citizenship and Ethics) we teach the knowledge and social and emotional skills that will help children to be more resilient, understand about mental health and be less affected by the stigma of mental health problems.</li> <li>• Wellbeing Club - A peer led wellbeing / welfare group for each Year Group</li> </ul>



# Complaints Handling

The Academy works, wherever possible in partnership with parents / carers to ensure a collaborative approach to meeting students' needs. If a parent / carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by yourself by speaking to a member of the Senior Team who will be able to offer advice on formal procedures for complaints if necessary.

All complaints are taken seriously and are heard through the Academy's Complaints Policy and procedure.



# What is the LOCAL OFFER and where can I find it?

The Children and Families Act (March 2014) requires Local Authorities to “Publish a local offer, setting out in one place information about provision they expect to be available for children and young people in their area who have special educational needs”.

If you are 25 years or younger with special educational needs or disabilities (SEND), or have a child with SEND, the Local Offer is Peterborough’s central source of information for SEND services and support.

[www.peterborough.gov.uk/localoffer](http://www.peterborough.gov.uk/localoffer)

EMAIL: [localoffer@peterborough.gov.uk](mailto:localoffer@peterborough.gov.uk)

CALL: 01733 864446

## Where else can I get advice and support for my child?



### SEND Partnership Service

Offers impartial information, advice and support to parents / carers of and children / young people with Special Educational Needs and Disabilities.

CALL: 01733 863979

EMAIL: [pps@peterborough.gov.uk](mailto:pps@peterborough.gov.uk)



### Family Voice

Are a local registered charity who are actively seeking to improve services in all areas of the lives of children and young people with disabilities or additional needs.

CALL: 01733 685510

WEB: [www.familyvoice.org](http://www.familyvoice.org)

## Who do we work with meet SEND needs and support families?

<b>Attention Deficit Hyperactivity Disorder (ADHD Advisory Teaching Service)</b> 07961 240384	<b>Child and Adolescent Mental Health Services (CAMHS)</b> 0300 555 5810
<b>Autism Advisory Teaching Service</b> 07961 240384	<b>Chums (Peterborough) Chums Mental Health &amp; Emotional Wellbeing for Children and Young People</b> 01525 863924
<b>Early Years SEN Specialist and Portage Service</b> 01733 864720	<b>Emotional Health and Wellbeing Service</b> 0300 5555060 0300 0295050 Between 9.30 am and 4.30 pm
<b>Educational Psychology Service</b> <a href="mailto:EPS@Peterborough.gov.uk">EPS@Peterborough.gov.uk</a>	<b>SEND Partnership Service</b> 01733 863979
<b>Peterborough City Council Statutory Assessment and Monitoring Services (SAMS)</b> 01733 863996 / 01733 863934	<b>Peterborough Integrated Neurodevelopment Service including LD CAMH service can provide assessments of autism and attention Deficit Hyperactivity Disorder (ADHD)</b> 0300 5555810
<b>Sensory (Hearing / Vision) and Physical Support Services (SAPS)</b> 01733 454460 <a href="mailto:sensorysupportservices@peterborough.gov.uk">sensorysupportservices@peterborough.gov.uk</a>	<b>Keep Your Head</b> A website which is a central point for information on children and young people's mental health and wellbeing in Cambridgeshire and Peterborough <a href="http://www.keep-your-head.com">www.keep-your-head.com</a>
<b>Peterborough Integrated Children's Health Service (Community Paediatric Physiotherapy)</b> 0300 555 5965	<b>Peterborough School Nursing Service (Universal 0-19 service)</b> 0300 029 5050
<b>Peterborough Integrated Children's Health Service (Speech and Language Therapy)</b> 0300 555 5965	<b>Peterborough Integrated Children's Health Service (Community Occupational Therapy)</b> 0300 555 5965
<b>Peterborough Integrated Children's Health Service (Community Paediatrics)</b> 0300 555 5810	<b>YOUnited</b> <a href="http://www.cpft.nhs.uk/younited">www.cpft.nhs.uk/younited</a>
<b>Children's Community Nurses</b> 01733 847060	<b>Family Voice</b> 01733 685510

## **Online information for parents / carers and professionals working with children and young people:**

<https://www.keep-your-head.com>; provides information on local services for children, young people and adults.

<https://parents.actionforchildren.org.uk/mental-health-wellbeing/> ; provides advice and activities to support children and parents with their mental health and emotional wellbeing.

<https://youngminds.org.uk> ; information on different mental health difficulties for young people and their families.

[www.minded.org](http://www.minded.org) ; provides self help and guidance for young people and their families

<https://charliewaller.org> ; offers guidance and resources for young people and their families around mental health.

[https://www.psych.ox.ac.uk/files/news/copy\\_of\\_coping-with-self-harm-brochure\\_final\\_copywright.pdf](https://www.psych.ox.ac.uk/files/news/copy_of_coping-with-self-harm-brochure_final_copywright.pdf)

<https://www.heep-your-head.com/assets/1/cyp-at-risk-self-harm-suicide.pdf> a guide for practitioners working with children and young people at risk of self harm and suicide.

## **Online information and support specifically for young people experiencing thoughts of self harm / suicidal thoughts:**

[Self-harm - NHS \(www.nhs.uk\)](http://www.nhs.uk) National advice and guidance about self harm

[cyp-at-risk-self-harm-suicide.pdf \(keep-your-head.com\)](https://www.keep-your-head.com/assets/1/cyp-at-risk-self-harm-suicide.pdf)

[Truth about self harm WEB FINAL.pdf \(mentalhealth.org.uk\)](https://www.mentalhealth.org.uk/resources/young-people/truth-about-self-harm) Downloadable resource. The truth about self harm for children, young people and their friends and families.

<https://www.selfharm.co.uk> A project dedicated to supporting young people impacted by self harm, providing a safe space to talk, ask any questions and obtain help to overcome difficulties. It also provides information about how to stay safe.

National Self-harm Network [www.nshn.co.uk](http://www.nshn.co.uk) provides crisis support, information and resources, advice, discussion and distractions and is available 24/7. Also, supports and provides information for families and carers.

The Mix offer free 24/7 crisis support vi a Crisis Messenger Service [Self-Harm - The Mix](https://www.themix.org.uk)

Childline: Free national helpline for young people offering free confidential advice 0800 1111 [www.childline.org](http://www.childline.org)

Chat Health age 13-19 (young person can text 07480 635443 to talk to school nursing about emotional health issues)

[Self-harm | Signs of Self-harm And Getting Help | YoungMinds](https://www.youngminds.org.uk/young-people/self-harm) Information and advice for young people who are affected by self harm.

[No Harm Done Young Peoples Pack.pdf \(reading.ac.uk\)](https://www.reading.ac.uk/~e2001/NoHarmDoneYoungPeoplesPack.pdf) advice for young people who are worried about self harm

[https://kooth.com](https://www.kooth.com) Provides self help and guidance, together with the opportunity to speak to someone online.



Where a child is open to Child and Adolescent Mental Health (CAMHS) and there is an increase in risk, and parents / carers feel unable to keep the child safe, the CAMHS on-call worker at the local clinic can be contacted between 9.00 am and 5.00 pm Monday to Friday:

Cambridge: 01223 465100

Huntingdon: 01480 445281

Peterborough: 0300 5555810

If parents / carers need to speak to someone out-of-hours then they can contact the First Response Service (FRS) by calling 111 and selecting Option 2. This is also the number to call at any time if the child is not receiving support from CAMHS and the parent / carer is concerned about the child's immediate emotional wellbeing. This service is only for people living in the in Cambridgeshire borders.

Should the young person present an immediate risk to themselves or others, parents or carers should dial 999.