



Wise Owl Trust

Special Educational Needs & Disability Information Report OHD

Approved by Wise Owl Trust : 7th December 2021

Last updated: September 2021

Due for review: September 2022

Special Educational Needs and Disability Information Report

1. The kinds of special educational needs and disabilities for which provision is made at Old Hall Drive Academy

Old Hall Drive Academy caters for children from 3 – 11 years old. We are inclusive and aim to meet all children's needs and support their development in the most appropriate way to ensure they reach their full potential. We provide additional support for children with a range of special educational needs and disabilities (SEND):

Cognition and Learning

Moderate learning difficulties; specific learning difficulties, eg. dyslexia / dyspraxia / dyscalculia

Communication and Interaction

Autistic Spectrum Condition, Asperger's Syndrome and speech and language difficulties

Social, Emotional and Mental Health

Attention Deficit Hyperactivity Disorder, attachment disorders, anxiety,

Sensory, Medical and Physical

Hearing impairment, visual impairment, congenital myopathy, Down's Syndrome, cerebral palsy, epilepsy etc.

Our academy's SEND policy document provides further details and is available on the academy's website.

2. Information in relation to the academy's policies for the identification and assessment of pupils with SEND

Learning is regularly monitored and assessed by teachers and discussed termly with SLT (the Senior Leadership Team). When a child is causing concern the class teacher collects evidence such as work samples, progress and assessment data or a behaviour log, where applicable.

Parents/carers are informed and are invited to meet with the class teacher and the Special Education Needs Coordinator (SENDCO) to discuss the concerns.

A decision will be made as to whether to add the child to the SEND register and a plan of action to support the child will be put in place. This process is based on using Manchester's 'Matching Provision to Need Tool'. The parents/carers will be encouraged to be involved as fully as possible with the support plan and will be invited to regular reviews.

Where the level of need is significant, the Academy will enlist the services of relevant specialists to report on the exact nature and severity of need.

The academy's designated SENDCOs are Miss Nikki Simcock and Mrs Caroline Ross and can be contacted via the office or by phoning 0161 223 2805.



3. Information about the academy's policies for making provision for children with SEND whether or not pupils have an Education, Health and Care Plan.

- **How does the academy evaluate the effectiveness of its provision?**

The SENDCO monitors the progress of children with SEND closely by classroom observation, data and consultation with parents/carers.

The SENDCO conducts an annual review for all children who have an EHC Plan.

Regular meetings are held with specialists/professionals to ensure the support is appropriate to the child's needs.

Termly review meetings are held with parents, the child and staff who work with the child.

Senior leaders carry out Learning Walks, observations of lessons and interventions and scrutinise books regularly, in line with the Monitoring and Evaluation schedule.

- **What are the academy's arrangements for assessing and reviewing the progress of pupils with SEND?**

Class teachers review progress against the EYFS Profile / Development Matters, Age Related Expectations, Pre Key Stage Standards and against targets within SEND Support Plans.

The SENDCO monitors progress on a termly basis at least.

Senior Leaders hold termly pupil progress meetings with teachers, to discuss progress.

What is the academy's approach to teaching children with SEND?

Children with SEND have access to a broad and balanced national curriculum and all extra-curricular activities in line with our inclusive ethos.

Teaching is differentiated to match the particular needs of the child in terms of activities, resources, teaching approaches and expectations. Effort as well as achievement is recognised in all areas of the curriculum.

How does the academy adapt the curriculum and the learning environment?

Teachers plan lessons that will engage all children and whilst support is forthcoming, we aim to make our children independent learners. Classroom displays are designed to help children learn, providing points of reference and



children are provided with additional resources to aid their engagement with the lessons.

The Academy is well resourced and provides a stimulating environment.

The Academy employs a number of specialists to work with individual children on particular aspects of development/learning.

What additional support for learning is available for children with SEND?

The academy employs a Speech and Language Therapist (Siobhan McKenzie), we have a School Nurse hub who we work with closely and an Educational Psychologist (Dr Amy Burns). In addition, we also work with a number of outreach support agencies, such as Lancasterian Sensory Support Service, the Grange Autistic Outreach Support Service, Bridgelea Outreach Support Service, Rodney House Outreach Support and Camberwell Park Specialist Outreach Support Team.

Teaching assistants provide individual and small group support in the classroom and additional support during interventions, working with children on phonics, reading, writing, fine motor skills, speech and language and specific literacy and numeracy difficulties.

What activities are available to children with SEND beyond the curriculum?

All children have access to our after school clubs which provide a range of learning activities and a wide range of curriculum clubs, such as languages, sports, music and arts and crafts. We encourage children with SEN/D to take part in all extra-curricular school roles such as being Junior Joes, School Councillors and playground mediators.

How does the academy improve the emotional and social development of children with SEND?

- The academy provides therapeutic services, such as Drawing and Talking Therapy, Play Therapy, Lego Therapy and weekly Counselling sessions.
- Our WOW (Wise Owl Well-being) Curriculum focuses on:
 - children's minds, looking at issues such as mental health, including Mental Health First Aiders, self-regulation and mindfulness
 - children's bodies, looking at nutrition, basic first aid, the changing body, health and prevention, body image and peer pressure, and drugs, smoking and alcohol



- children's characters, looking at how key skills are incorporated into the curriculum and school life, including resilience, empathy, self-awareness, positivity, excellence, communication, teamwork

Our Counsellor, who works with children on a referral basis is Pat Boardman. Pat's work is also supported by our Play Therapist Natalie Walton.

Some families are supported through the Early Help Assessment process and by our Family Support Worker, Mrs J. Turner, who signpost parents to a range of support agencies and organisations.

The Designated Safeguarding Lead is Miss H. Brooker. She is supported by a team who are all specifically trained in this role also, including Mrs J. Turner, Mrs D. Hughes, Mr J. Pritchard, Mr P. Roberts, Miss N. Simcock, Mrs C. Manock, Miss A. Hatton and Mrs C. Ross.

The Trust Inclusion Lead – Mrs C. Ross are responsible, with the Principal, Miss H. Brooker, for the monitoring and correct administration of the Disclosure and Barring service procedures and the academy's *Single Central Record*.

4. Information about the expertise and training of staff in relation to children with SEND

All teaching staff have a good understanding of SEND issues and are supported by the SENDCO who has undertaken the National Award for Special Needs Coordinators (Masters Degree).

The Academy has a qualified Speech and Language therapist, who works closely with children who need specialist support. She has trained a number of our staff in Early Years, in delivering Eiklan speech and language sessions.

The Educational Psychologist, Miss Lucy Hicks has advised teaching staff on resources and strategies and meets regularly with teachers and teaching assistants to review progress.

Teaching assistants deliver specific interventions for which they have undertaken the relevant training.

Teaching assistants supporting the needs of individual children with EHC Plans attend all relevant training regarding the specific needs of the child they are supporting.



Empathy

Excellence

Empathy

Excellence

Resilience

Passion

Self-Aware

Resilience

Passion

Self-Aware

Communication

Teamwork

Communication

Teamwork

The academy will use outside agencies in order to access specialist support:

NHS occupational therapists and physiotherapists	The Grange (Autism Outreach Service)
Bridgelea Pupil Referral Unit Outreach Services	CAMHS (Child & Adolescent Mental Health Service)
PASS (Physical & Sensory Service) to support pupils with hearing/visual Impairment	Lancasterian Outreach and Inclusion Service
One Education literacy/dyslexia specialists	NHS Speech and language therapists
Manchester General Children's Hospital (Paediatricians)	Academy Nurse
Camberwell Park Special Academy Outreach Service	Health Visitors
Rodney House Outreach Service (Early Years)	

5. The arrangements for including parents/carers of children with SEND in the education of their child.

Parents are invited to contact their child's class teacher initially to share and discuss any concerns. The SENDCO is available to meet with parents/carers should they wish to discuss any issues.

The SENDCO invites parents/carers to review meetings.

There are a number of social activities throughout the year to which all parents are invited.

The Academy is in regular contact with parents/ carers of children with SEND.

Parents evenings are held termly.

6. Arrangements for consulting children with SEND about their education

Children with EHC plans and Looked After Children have the opportunity to report their views and experiences at regular review meetings.

All children are encouraged to speak to teaching staff about their short and long term targets.

All children are involved in regular dialogue with their class teacher about their progress.



All children with SEND Support Plans, Individual Communication Plans or those on the SEND Register are encouraged to attend their termly reviews with their parents or carers and class teacher. Their views are recorded on the termly review forms.

The academy council meet on a regular basis to discuss issues raised by their peers.

Children are asked for their views on a range of whole academy issues, for example through Pupil Voice questionnaires and through School Council meetings.

7. Arrangements made by the Governing body relating to the treatment of complaints from parents/carers of children with SEND concerning the provision made at the Academy

If parents/carers of children with SEND have concerns they should share these initially with the class teacher or the SENDCO. We will always listen to parental / carer concerns and try our best to find an acceptable solution or way forward. If parents/carers are not satisfied, they are welcome to make an appointment to meet with the Principal, Miss H. Brooker, to discuss the issues further.

Should you feel the issues have not been addressed satisfactorily, you should write a formal letter to the CEO & Executive Principal, Mrs S. Murfin.

If for some reason, you are still not happy with how your concerns have been dealt with, you should then write a formal letter to the Chair of Governors, Mr J. Corcoran. The Governing Body will then deal with these concerns following the procedures of the academy complaint's policy.

If parents/carers are not happy with the outcome, they can then take their concern to the Local Authority Complaints Officer.

8. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organizations in meeting the needs of children with SEND and in supporting the families of such children

The academy works closely with the Educational Psychologist, Speech and Language Therapist, Occupational Therapists, Physiotherapists, CAMHS practitioners, specialists from Lancasterian Sensory Support and our School Nursing Team.

Medical checks for children known to children's services can be carried out in academy.



Empathy

Excellence

Empathy

Excellence

Resilience

Passion

Self-Aware

Resilience

Passion

Self-Aware

Communication

Teamwork

Communication

Teamwork

Referrals can be made to other agencies relating to the health and wellbeing of our children.

All staff receive anaphylaxis training annually. All relevant staff receive diabetes training and epilepsy training.

All staff receive asthma training annually.

Prescribed medicines can be administered only where a signed Medicine Consent form is in place to ensure the safety of both child and staff member.

Specific members of staff have basic first aid training. There are also a number of staff trained in using a defibrillator and in paediatric first aid.

Please refer to the policy 'Supporting Pupils with Medical Conditions' on our website for further information.

9. SEND Support During the COVID-19 Pandemic

The majority of our children with Education Health and Care Plans remained at home during the period of lockdown. Detailed and thorough individual Risk Assessments have been completed by Mrs C. Ross, Trust Inclusion Lead, in consultation with all parents, and where required, health professionals, determining whether or not the child's needs could be met more safely, at home.

- All children with EHCPs and high levels of SEN received a weekly, individualised pack of activities and tasks, meeting both the outcomes on their EHCPs and the targets in their IEPs. These included work on fine motor skills, basic phonics, number work, speaking and listening activities, games, problem solving etc all tailored to their individual needs. Families of children with EHCPs have also had weekly phone calls and welfare checks during home visits.
- Letters regarding Reasonable Endeavours have gone home to all children with EHCPs, detailing the support from both school and the LA in supporting the child and family.
- Our website is continually updated with resources and links to websites to support children with SEN/D. We also signposted parents who have been struggling, to a helpline set up by One Education, manned by Educational Psychologists.
- In addition to individualised work packs, children with EHCPs and high levels of SEN have also been accessing Speech and Language Therapy virtually, via Speechwise Therapists.
- For those children who struggled emotionally during this time, Pat Boardman (Counsellor) has been working with a great number of our children both by phone calls and in school, following all safety measures. Pat has also visited children in



their gardens socially distancing, where they have not wanted to talk over the phone.

- Work with Educational Psychologists continued, and new cases were taken on during this time, work and meetings occurred remotely.
- When children with SEND need to be absent from school, due to self-isolating or shielding, the online learning and specialised, individualised packs will continue to be provided and a range of support offered to our families.

10. Who can I contact for further information?

If you have further questions or concerns regarding SEND matters please do not hesitate to contact us.

Old Hall Drive Academy
Old Hall Drive
Gorton
Manchester
M18 7FU

0161 223 2805

11. The contact details of support services for the parents of pupils with SEND.

Information, Advice and Support (IAS) Manchester

Telephone: 0161 209 8356 Email: parents@manchester.gov.uk

For free confidential and impartial information, advice and support about any matters relating to Special Educational Needs and Disabilities of children and young people up to the age of 25 years.

Statutory Assessment Team

Telephone: 0161 245 7445 Email: sen@manchester.gov.uk

Enquiries about requests for Education, Health and Care Plans including conversions of SEN Statements

Travel Co-ordination Unit

Telephone: 0161 219 6400 Email: hometoacademy@manchester.gov.uk

Enquiries about home to academy transport for children with statements of SEN or EHC plans. Please note that telephone enquiries are answered by Environment On Call.

Specialist Resource Teams

Telephone: 0161 245 7180 Email: shortbreaks@manchester.gov.uk

Enquiries about short breaks for children and young people with SEND.



12. Contact details of support services for supporting pupils with SEND in transferring between phases of education.

Information, Advice and Support (IAS) Manchester

Telephone: 0161 209 8356

Email: parents@manchester.gov.uk

For free confidential and impartial information, advice and support about any matters relating to Special Educational Needs and Disabilities of children and young people up to the age of 25 years.

Statutory Assessment Team

Telephone: 0161 245 7445

Email: sen@manchester.gov.uk

Advice on how to support your child with transition to high academy and further education

13. Information on where the local authority's local offer is published

<http://manchester.fsd.org.uk/kb5/manchester/fsd/category.page?newcategory=3>

https://search3.openobjects.com/mediamanager/manchester/fsd/files/manchester_city_council_mail_-_the_send_local_offer_website_has_been_upgraded_-_children_and_families_broadcast.pdf

For information about Manchester's Special Educational Needs and Disabilities (SEND) Local Offer visit www.manchester.gov.uk/sendlocaloffer . Here you will find out more about:

- Education and work
- Health
- Independent Living
- Law and your rights
- Money
- Places to Go
- Travel and Transport
- Where to Get Help
- Parent Support Groups
- Short Breaks
- Things to do