**Special Educational Needs and Disabilities (SEND) Policy**

Date of Adoption: September 2016

Last Reviewed: November 2023

Last Updated: February 2024

Approved by governors:

Date of Next Review:

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**Special Educational Needs and Disabilities Policy**

1. **Overview**

**Deputy Headteacher with oversight of SEND:** Maxine Benson

**SENCO:** Paul Barker-Mathews

**Status of Policy:** Statutory

This policy was developed and shared with the following stakeholders:

Headteacher, SLT, SENCO, teaching staff and the governing body.

The SENCO is responsible for developing and implementing the policy.

**Manchester Secondary PRU**

The Manchester Secondary PRU is a Local Authority maintained secondary Pupil Referral Unit. We are located on five sites across the city. We also place students with Alternative Providers, with whom we work closely, providing SEND support for all of our students, wherever their placement.

The Manchester Secondary PRU works in partnership with young people and their families; Manchester high schools; Bridgelea Primary PRU; Alternative Provision providers (AP) across Manchester; and Manchester Local Authority.

Admission to the Manchester Secondary PRU is through Manchester Local Authority only.

**Policy links and relevant Legislation:**

This policy should be read in conjunction with MSPRU’s School Information Report for children with Special Educational Needs and Disabilities (SEND) (2023), and MSPRU’s Accessibility Plan (2023), and alongside the school policies below:

* Admissions Policy
* Anti-Bullying Policy
* Behaviour Policy
* Equalities Policy
* Safeguarding Policy
* Supporting Students with Medical Conditions Policy

The policy, in its design and implementation, sits within the legislative framework and remit of the Equality Act, 2010; the Children and Families Act, 2014; the Special Educational Needs and Disability Regulations, 2014; the SEND Code of Practice, 2015; and the Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan: Right Support, Right Place, Right Time, 2023.

* **Equality Act, 2010**

<https://www.legislation.gov.uk/ukpga/2010/15/contents>

<https://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf>

**Paragraph 3 of schedule 10 of the Equality Act, 2010.**

* **Children and Families Act, 2014**

<https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

<https://www.legislation.gov.uk/ukpga/2014/6/pdfs/ukpga_20140006_en.pdf>

**Section 69(2) of the Children and Families Act 2014.**

* **The Special Educational Needs and Disability Regulations, 2014**

<https://www.legislation.gov.uk/uksi/2014/1530/contents/made>

<https://www.legislation.gov.uk/uksi/2014/1530/pdfs/uksi_20141530_en.pdf>

**Regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations, 2014.**

* **Special educational needs and disability code of practice: 0 to 25 years, January 2015**

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf>

**Section 6 of the SEN and Disability code of practice: 0 to 25 years, 2015.**

**For SEND advice and guidance in Manchester, please see:**

[Education Send | Help & Support Manchester](https://hsm.manchester.gov.uk/kb5/manchester/directory/localoffer.page?localofferchannel=1-7-3)

**Where parents and carers can access:**

1. **Manchester’s Local Offer for young people with special educational needs and disabilities (SEND) and their families**

Manchester Local Offer helps children, young people and their parents to understand what services and support they can expect from a range of local agencies – including their statutory (by law) entitlements.

[Manchester's Local Offer for Children and Young People with SEN and disabilities](https://hsm.manchester.gov.uk/kb5/manchester/directory/localoffer.page?localofferchannel=0)

1. **Independent SEND Guidance, Advice, and Support for the families of young people with special educational needs and disabilities (SEND)**

**SENDIASS**

SENDIASS is a statutory service offering free confidential, impartial advice and support to parents and carers, children and young people (aged 0-25) with special educational needs and disability.

[Special Education Needs and Disability Information, Advice Support Service](https://www.iasmanchester.org/#SENDIASS)

1. **Travel assistance for students with special educational needs and disabilities (SEND)**

**Help with travel to school or college**

Students with an Education, Health and Care Plan (EHCP) can get a free school travel pass to get to and from school on a bus, train or tram in Greater Manchester. <https://www.manchester.gov.uk/info/500132/special_educational_needs/1856/travel_assistance_for_pupils_with_special_educational_needs_and_disabilities_send/2>

**Home to School Transport team**

The Home to School Transport team is responsible for travel solutions between home and school for children and young people with special educational needs and/ or disabilities.

[Travel assistance for young people with Education, Health and Care Plans (EHCP)](https://secure.manchester.gov.uk/info/500132/special_educational_needs/1856/travel_assistance_for_pupils_with_special_educational_needs_and_disabilities_send)

1. **Policy Aim**

At Manchester secondary PRU we recognise that all of our students have individual educational needs that must be understood and taken into account. We seek to raise engagement, participation, and achievement by removing any barriers to learning and by increasing curricular access for all.

Students with Special Educational Needs and Disabilities are valued members of our school community and we believe that all teachers are teachers of SEND. However, some students will require extra support and resources to support their engagement and learning, and to realise their potential.

**Our Vision for students with SEND**

For all of our students to believe in themselves, to achieve their academic and social potential and to succeed in securing their future in education, training or the workplace.

For all our staff to have the highest expectations of all students without exception and to foster a culture and a way of working that is truly inclusive.

For all staff to see all students with SEND as everyone’s responsibility and that all staff have a responsibility to understand and to meet their SEND needs.

For all teachers to be “Teachers of SEND” and provide the highest quality of support to remove barriers to learning.

For all our staff to have the knowledge and understanding of the SEND needs our students present with, in order to meet their needs, support their engagement, and improve their outcomes.

**General Principles behind the SEND Policy**

Every student in our school has an entitlement to personal, social and academic achievement. All students are entitled to the opportunity to achieve their potential in learning. All students with Special Educational Needs and Disabilities are entitled to a high quality and appropriate education.

**The Objectives of our SEND Policy**

* To ensure students with Special Educational Needs and Disabilities can engage with learning, make progress, and achieve success;
* To ensure that students with additional SEND are identified and assessed promptly so that provision matches need;
* To ensure that students with special needs and disabilities are given full and equal access to a broad and balanced curriculum;
* To allocate appropriate resources to ensure that students make the best possible progress;
* To ensure parents and carers are informed about their child’s progress and attainments, and are fully included in meetings and reviews, so that communication between parents and carers, and school is effective;
* To ensure that all students have their views heard and are fully involved in decisions which affect their education;
* To ensure that all staff are fully aware of the entitlements of SEND students and;
* To improve the outcomes for all students with SEND.
1. **SEND Support at MSPRU**

**SEND support at MSPRU is structured in the following way:**

* Deputy Head Teacher with overview of SEND across MSPRU;
* Special Educational Needs Coordinator (SENCO) (SEND Lead: Medlock Centres, TMC Centres, AP);
* Assistant SENCO (SEND Lead: Mersey Valley & Richmond Park, AP; SpLD Assessor);
* SEND HLTA (Intervention Lead: MSPRU Medlock Centres);
* SEND HLTA (Intervention Lead: MSPRU Mersey Valley & Richmond Park Centres);
* Specialist staff in all centres, including specialist subject teachers, Teaching Assistants (TAs) and Higher Level Teaching Assistants (HLTAs), and qualified youth work practitioners.

**Staff with responsibility for SEND across MSPRU will:**

* Coordinate and lead meetings including EHCP Annual Reviews, Team Around the Child meetings (TAC Meetings), learning centre SEND drop-ins and SEND cohort reviews, and any multi-agency meetings when issues are related to SEND;
* Undertake SEND assessment and person-centred planning through SEND Team referral, using evidence-based assessments and approaches;
* Plan, deliver and review MSPRU+/ MSPRU Intensive SEND interventions and support (through SEND Referral and based on priority needs);
* Liaise and work with Educational Psychologists (EP), CAMHS, SaLT, and other professionals and agencies involved with the young person;
* Liaise with families, referring schools and Manchester City Council and lead the work involved in statutory assessment (EHC Needs Assessment) and the maintenance of Education, Health and Care plans (EHCPs);
* Communicate and work with post-16 providers on SEND and transition support;
* Work in partnership with mainstream schools on SEND support relating to reintegration and transition, and offer mainstream schools SEND support through Manchester’s SEND Outreach programme;
* Provide training and resources to all MSPRU staff around SEND issues in school – including briefing/ updating on new developments arising, regarding a young person’s Special Educational Needs (SEND);
* Provide on-going CPD to support all staff across MSPRU and Alternative Providers in meeting their duties as teachers of SEND, as outlined in the SEND Code of Practice, 2015.
1. **Definitions of Provision to Meet Special Educational Needs within MSPRU**

The MSPRU SEND Offer of support follows a graduated three-tiered framework approach to differentiating levels of need, consisting of:

1. **MSPRU Universal Support:** Quality first teaching and classroom-based approaches designed for the benefit of all students, all of the time. These approaches include:
* A nurture-based approach to learning and trauma-informed practice;
* Small group classes with a high staff to student ratio;
* Specialist staff, consisting of subject specialist teachers, qualified youth workers, student support staff and TAs, including HLTAs;
* An academic curriculum which takes into account any learning needs or additional needs of all our students with alternative accreditation routes available including BTEC Level 1 Certificate, Functional Skills Certificate, and Entry Level Certificate;
* Additional elements of the curriculum, including enrichment activities, sports and creative projects;
* Personal support and development programmes, including PSHE, PSD, and support for social and emotional development (SEMH);
* Individual Learner Profiles for every student;
* Mentor support and half-termly progress reviews;
* Regular parental contact regarding engagement, progress and achievement;
* Transition plans for every student.
1. **MSPRU+ Support:** Part of a graduated approach. Additional school-based and external agency approaches for students, provided on a short to medium term to address specific barriers to achievement. These approaches include:
* Specialist teaching staff, including qualified SEND teachers and subject specialist teachers with experience and knowledge of SEND intervention programmes and strategies, in addition to their subject specialisms;
* Reading, Literacy and Numeracy intervention and catch-up programmes;
* Social, emotional and mental health support, including intervention programmes and resources following nurture principles and trauma-informed practice;
* SEND advice, training, resources and support to help identify underlying needs and to provide teams across MSPRU with the strategies and resources to inform and implement programmes of intervention;
* SEND assessment, person-centred planning, and individual SEND support plans, through SEND Referral;
* Exam Access Arrangements across Key Stage 4
1. **MSPRU Intensive Support:** Additional school-based and external agency approaches for those students who need further specialist support and long-term educational planning due to their SEND needs. These approaches include\*:
* Evidence-based 1:1 SEND intervention programmes to support identified cognition and learning needs, and/ or social, emotional and mental health needs, and/ or social communication and interaction needs;
* Educational Psychologist input and assessment;
* Specialist intervention/ input including Dyslexia screening; Irlen’s screening; SpLD assessment/ intervention; SaLT assessment/ intervention;
* Support and intervention for Physical and Medical needs, including support from the Manchester Sensory Support Service and other services;
* Therapeutic interventions, following specialist recommendation;
* Educational Psychologist input and assessment;
* SaLT Team input, assessment, and support;
* Referral to APST Task Force, including family support, Early Help, YOT, CAMHS, EP, and SaLT
* Referral work with providers including counselling services Remedi, 42nd Street, Eclypse;
* Multi-agency working with CAMHS, YOT, Children’s Services, Virtual School (LAC), and Manchester’s LA SEND Team.

*\*Please note this list is not exhaustive.*

Students with an Education, Health & Care Plan (EHCP) are also designated at MSPRU Intensive stage. For a young person to be designated at this third stage as EHC Plan, they must be subject to an Education, Health & Care Plan (EHCP) - previously known as a Statement of Special Educational Needs.

**A young person at MSPRU, at this stage, typically:**

* Has a recognised learning difficulty or disability

And/ or

* May need further assessment to identify need

And/ or

* May need specialist provision to support their needs

And/ or

* May require additional post-16 support for their needs

The SEND Code of Practice says a child or young person has SEND if they have a learning difficulty or disability~~:~~ which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

**“Has a significantly greater difficulty in learning than the majority of others of the same age\*”**

 Or,

**“Has a disability, which either prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions\*”**

*\*Taken from the SEND Code of Practice, 2015*

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person’s ability to carry out normal day-to-day activities.

1. **The Role of Staff in Supporting Students with SEND:**

**The SENCO will:**

* Work with the Head Teacher, SLT, and relevant staff to determine the strategic development of the SEND policy and provision in the school;
* Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans;
* Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching;
* Advise on the graduated approach to providing SEND support;
* Be the point of contact for external agencies, especially the local authority and its support services;
* Liaise with schools, specialist schools, and post-16 colleges and provisions to ensure students and their parents/ carers are informed about options and a smooth transition is planned;
* Ensure the school keeps the records of all students with SEND up to date (in line with GDPR).

**Our Teachers will follow our core principles around Inclusion:**

* Students with SEND should be taught a full curriculum (in-line with the National Curriculum) with access to the full breadth of subjects we offer;
* The curriculum content should not be diluted for any student and they are taught towards the same curriculum goals as their peers;
* Students with SEND require the highest quality input from expert teachers as we acknowledge that the barriers to learning for these students are often more significant;
* Teachers are responsible for the learning and progress of all students within their classes, including students with SEND;
* Good teaching for students s with SEND is good teaching for all students.

**Our Teachers will:**

* Plan the delivery of the curriculum with the view to support the students with the greatest barriers to learning from the outset;
* Set high expectations for every student with the aim to teach them the full curriculum whatever their prior attainment;
* Plan and review support for students with SEND on a graduated basis, in collaboration with their SEND Lead and, where appropriate, the students themselves;
* Be aware of the needs and support provided to any students with SEND they are working with including their Learner Profile and any SEND Support Plans and Reports;
* Work to form meaningful and productive relationships with all students;
* Work collaboratively with any additional support staff that are assigned to their class;

**In order to this effectively, all Teaching Staff will:**

* Have access to an ongoing high-quality SEND CPD offer informed by high-prevalence SEND needs across MSPRU;
* Have access to the SENCO and SEND Lead to seek individualised expertise and support, through SEND Referral and Cohort Reviews.

**Our Learning Support Staff will:**

* Support the subject teacher during lessons, under their direction, and providing learning support and SEMH support for their students;
* Be the Key Worker, with a pastoral and intervention role, for named students at their centre;
* Deliver appropriate interventions to support learning, social communication and interaction, and SEMH needs, within their centre (with support from their centre’s SEND Lead).

**In order to this effectively, all Learning Support Staff will:**

* Have access to an ongoing high-quality SEND CPD offer informed by high-prevalence SEND needs across MSPRU;
* Have access to evidence-based Programmes and Resources to support their Intervention work outside the classroom;
* Have access to Elklan Training, as part of their professional development;
* Have access to the SENCO and SEND Lead to seek individualised expertise and support, through SEND Referral and Cohort Reviews.

**Our SEND HLTAs will:**

* Deliver appropriate targetted SEND interventions, based on identified priority SEND needs to support learning, social communication and interaction, and SEMH needs, within their centre (with support from their centre’s SEND Lead).
* Have access to an ongoing high-quality SEND CPD offer informed by high-prevalence SEND needs across MSPRU;
* Have access to evidence-based Programmes and Resources to support their Intervention work;
* Have access to Elklan Training, as part of their professional development;
* Have access to the SENCO and SEND Lead through SEND Team meetings and Cohort Review meetings.

**Rationale for intervention:**

In some specific cases, students with SEND may be faced with barriers to their learning that transcend what can be provided for in a classroom setting. This may be ‘intervention’ around the student’s identified Cognition and Learning needs, or this may be a targetted response to the student’s Reading/ Literacy levels which are too underdeveloped to ensure access, engagement, and progress within the classroom setting. Intervention may be needed to support their Emotional Regulation (SEMH needs), or their Communication and Interaction needs (SaLT/ SLCN).

**Intervention is appropriate if:**

* It results in the increased ability of pupils to access the curriculum;
* It is delivered by well-trained staff using evidence-based approaches;
* It is specific and has clear, measurable goals achievable within a designated timeframe;
* It is well-planned to ensure that time removed from the mainstream curriculum is not detrimental to the overall progress of the pupil

**Governors**

Governors are regularly informed of the implementation of this policy through Governing Body Meetings. Governors play a major part in school self-review and ensure that they are fully informed about all aspects of school.

In relation to SEND, the governing body make sure that:

* They are fully involved in developing and monitoring the school’s SEND policy;
* All governors, especially the SEND Governor, are up-to-date and knowledgeable about the school’s SEND provision;
* SEND provision is an integral part of the School Improvement Plan;
* The quality of SEND provision is continually monitored.
1. **Identification of Additional Needs**

**Manchester Secondary PRU follows a widely recognised, cumulative, three-tier approach to differentiating levels of need, consisting of:**

1. **Quality First Teaching:** Primarily classroom-based approaches designed for the benefit of all our students, all of the time.
2. **SEN Support:** Part of a graduated approach. Additional school-based and external agency approaches for small groups of students, provided on a short to medium term to address specific barriers to engagement, progress, and achievement.
3. **EHC Plan:** Additional school-based and external agency approaches for individual students, provided on a longer term basis to address persistent barriers to engagement, progress, and achievement. Students with an**Education Health Care Plan (EHC Plan)** are also designated at this stage.

Having been initially referred to MSPRU and allocated a placement, on admission, each young person is deemed to have **additional SEMH needs** requiring support above and beyond the first wave of provision, “Quality Frist Teaching”. Due to their social and emotional needs, the young person requires the additional provision of a “specialist (small school) provision with an environment designed to keep the individual and others safe and to encourage learning.”\*

\**Matching Provision to Need: Primary and Secondary Version, MCC 2018*

As such, all students are designated on MSPRU’s SEND Register of Additional Needsat the stage of SEN Support. This listing sits alongside a basic outline of the nature of their needs. The nature of such needs typically come under the umbrella term **Social, Emotional and Mental Health Needs** but often will also include **Cognition and Learning Needs**, which range from moderate learning difficulties to specific learning needs, such as Dyslexia, or **Communication and Interaction Needs** which require specialist advice and/ or input. Some students may also have **Physical and Medical Needs**, including hearing and visual impairments.

**SEND Support** focuses on the four areas of SEND need mentioned above. They are:

1. **Social, Emotional and Mental Health Needs;**
2. **Cognition and Learning Needs;**
3. **Communication and Interaction Needs;**
4. **Physical and Medical Needs.**

For more information regarding types of SEND, please refer to Appendix 1: An Outline of SEN Support at MSPRU and Appendix 4: Types of Special Educational Need.

**Statutory Assessment (EHC Needs Assessment)**

Although MSPRU is not a designated specialist provision for students with an Education Health Care Plan, it does make provision on a short to medium term basis for students with special educational needs and disabilities at this level.

Where a student is deemed to require more formalised SEND support through an Education Health Care Plan (EHC Plan), MSPRU will look to initiate statutory assessment (EHC Needs Assessment).

This process is outlined in more detail within our School Information Report for children with Special Educational Needs and/ or Disabilities (SEND) (July 2022) and follows national guidance:

<https://www.gov.uk/children-with-special-educational-needs/extra-SEN-help>

For further information regarding how MSPRU identifies additional needs, please refer to Appendix 2: Identification of Additional Needs

**Meeting the Needs of Gifted and Talented Students**

With regards to Gifted and Talented students, MSPRU works according to the following principles:

1. Provision for Gifted and Talented students is a whole school issue for MSPRU;

2. Inclusion means recognising the rights of able and talented students;

3. Adapting teaching through Quality First Teaching across centres is the primary route in supporting students who learn faster, providing those students with greater depth and breadth as well as challenge;

(For more information regarding identifying and supporting gifted and talented students, please refer to Appendix 3: Meeting the Needs of Gifted and Talented Students)

1. **Planning and Reviewing Support Arrangements**

To review the level and nature of SEND and to plan support around needs, MSPRU holds regular review meetings for all students – every student receives an informal, centre half termly review, and a formal termly review through the MSPRU review cycle.

Reviews are chaired by the key worker involved with the young person, usually, the Centre Manager or, the staff member best placed. The young person and parents/ carers are invited. When the review meeting is around transition; either a return to a mainstream setting, transition to specialist provision, or into post-16 provision, any other outside agencies with close involvement, are invited to ensure the student’s needs are accommodated.

At review meetings an Individual Learner Profile (ILP) is used to review the agreed targets, strategies and any resources needed to achieve the young person’s planned outcomes.

The teacher or, the person who knows the young person best in an educational setting will usually hold responsibility for the implementation of the ILP and the monitoring/ evaluation of progress to objectives.

In drafting targets, MSPRU works to the following principles and processes:

* Targets are drawn from the priority needs, which are identified through the initial referral, the young person’s ILP, baseline assessments, SEND assessments, and any additional SEND Support Plan alongside discussions with the young person, parents and carers.

In agreeing targets, MSPRU works to the following principles and processes:

* Parents/ Carers, students, and professionals/ outside agencies have access to all baseline assessments, SEND documents and reports relating to the young person;
* Parents and carers are given opportunity to express their views alternatively or additionally, recorded using a parent voice document such as the Views of the Parent/ Carer form;
* Students are given opportunity to express their views alternatively or additionally, recorded using a student voice document such as the Views of the Child/ Young Person form, or the “About Me” form;
* All present at the meeting may request a copy of the reviewed ILP and any relevant documentation for future reference;
* Any parties invited to the meeting who could not attend are provided with copies on request.

In addition to their normal review cycle, all students undergoing cycles of Assess, Plan, Do, Review; or undergoing Statutory Assessment receive additional reviews, held as Team around the Child (TAC) meetings, involving the young person, their parents or carers, referring school, and all professionals working with the young person.

All students with an Educational Health Care Plan receive an Annual Review. The Annual Review will consider the extent to which the student has achieved the outcomes in the EHC Plan and whether further action is necessary. Further action may include setting new objectives, discontinuing the EHC Plan (if sufficient progress has been made or if all outcomes have been achieved) or considering whether further, additional support is necessary through amendments to the original plan.

1. **The Role of Outside Agencies**

To identify and support the various needs of each young person attending MSPRU, importance is placed on multi-agency working. In particular, MSPRU works to maintain close partnerships with mainstream schools and academies and all involved professional agencies.

MSPRU works with partners in the following ways:

* **Communication** – ensuring information is shared promptly, appropriately and through accountable processes;
* **Collaboration** – ensuring all parties involved in a young person’s wellbeing are brought together on a regular basis to agree priorities, identify future actions and to work together for the benefit of the young person;
* **Clarification** – ensuring roles and responsibilities (i.e. ‘what is to be done and by who’) are clearly distributed according to expertise and resources available with stated agreements on timeframe and accountability.
1. **Monitoring and Evaluation of this Policy**

The success of this policy and its implementation will be evaluated using the following indicators:

* Recorded views of students and parents and carers gained at review meetings etc.;
* Measurable gains in attendance and engagement whilst the young person is attending MSPRU;
* Measurable gains in the young person’s performance, particularly in terms of standardised tests (achievement, social-emotional competencies) and GCSE/ other qualification results;
* Ongoing feedback from professionals within MSPRU and from outside agencies involved with the students.

**Reviewed by:** Paul Barker-Mathews, SENCO, November 2023

**Updated by:** Paul Barker-Mathews, SENCO, February 2024

1. **Contact Information**

Paul Barker-Mathews

**MSPRU SENCO**

**Manchester Secondary Pupil Referral Unit**

**SEND Team**

Mersey Valley Campus
Barlow Hall Road
Chorlton-cum-Hardy
Manchester
M21 7JJ

**Centre Telephone:** 0161 696 7962

**Mobile:** 07736 896 145

**Email:** P.Barker-Mathews@mspru.manchester.sch.uk

**Appendix – 1: An Outline of SEND Support at MSPRU:**

**1. Social, Emotional and Mental Health Needs:** A young person experiencing significant difficulties with Social, Emotional, and Behaviour Skills including age appropriate social skills, empathy, motivation, expression of feelings, and self-awareness; A young person experiencing fluctuations in mood and unpredictability over attitudes to learning that can result in substantial periods of uncooperative, challenging behaviour or an inability to participate; A young person’s difficulties with SEMH are impacting on other areas of their learning and development; A young person may have access to specialist services for this need; Special consideration for exams could be needed.

**Support for Social, Emotional and Mental Health Needs** begins with the provision of a smaller overall setting, higher staff to student ratio, a curriculum with a strong social-emotional component and scope for personalisation; smaller teaching groups and a staff body with a high level of expertise in working with social, emotional and mental health needs.

All relevant SEND information inc. agreed strategies/ provision will be shared through the student’sindividual SEND Support Plan and other relevant reports.

**2. Cognition and Learning Needs:** A student who is working at a key stage below what would be expected of their age: For example, at KS3, a student could be working at KS1 or KS2 levels of achievement and, without intervention, could not be expected to develop the skills and processes specified in the relevant KS3 programme of study; or, a student who has been assessed using a standardised cognitive assessment and is found to be operating, cognitively, at one standard deviation or two standard deviations below the expected norm for students of their age. Areas of difficulty may be general or specific but will be a significant barrier to accessing the curriculum; A young person who has significant difficulties concentrating on a task for the same length of time as other students of their age, without additional support or regular breaks; A young person with processing, language, or memory difficulties.

**Support for Cognition and Learning Needs includes:**

* Subject Specialist teaching staff experienced in working with students with SEMH and co-occurring SEND needs;
* Specialist subject teaching in small class settings;
* Access to SEND specialists to provide advice, to help identify underlying needs, and to provide support and strategies;
* Personalised Literacy and Numeracy intervention and catch-up learning programmes based on the student’s needs, including personalised support and intervention;
* Appropriate and meaningful qualification routes and accreditation from Entry Level and Functional Skills to GCSE and BTEC Level 1 and 2 Qualifications;
* Special consideration for exams could be needed to reflect the student’s normal way of working in school (Exam Access Arrangements).

All relevant SEND information inc. agreed strategies/ provision will be shared through the student’sindividual SEND Support Plan and other relevant reports, inc. SEND Assessment reports.

**3. Communication and Interaction Needs:** A young person experiencing significant difficulties following instructions and managing everyday routines or maintaining attention to age appropriate tasks without additional support; A young person experiencing a lot of difficulties in understanding everyday conversation, inference and more complex ideas and/ or struggling to make their needs known using language; A young person who may have access to specialist assessment and advice from services such as SALT, specialist outreach or an Educational Psychologist to inform intervention programmes and activities to develop the young person’s social communication and interaction skills.

**Support for Communication and Interaction Needs** includes individual support programmes informed by specialist guidance and advice; Assessments to identify any speech, language and communication needs; Referral to specialists and outreach support; and, where possible, a personalised curriculum with facilities for a low-stimulus, distraction-free environment.

All relevant SEND information inc. agreed strategies/ provision will be shared through the student’sindividual SEND Support Plan and other relevant reports, inc. SaLT and SLCN Assessment reports.

Special consideration for exams could be needed to reflect the student’s normal way of working in school (Exam Access Arrangements).

**4. Physical and Medical Needs:** A young person who needs regular assistance to move around the school and/ or; who needs access to particular specialist equipment; A young person, whose condition impacts on their ability to access learning and who may require regular additional supervision, support and specialist equipment. A young person who accesses regular additional specialist support (e.g. Manchester Sensory Support Service, or Occupational Therapy).

**Hearing Impairment:** A young person would have moderate hearing loss between 71-90dB. Special consideration for resources would be needed. Special consideration for exams would be needed, in addition to access to specialist teaching and support.

**Visual Impairment:** A young person would have moderate to severe visual loss between 6/24 – 6/36. Special consideration for resources would be needed to take into account: restricted fields of vision, sensitivity to light, eye motility and visual perceptual difficulties. Special consideration for exams would be needed, in addition to access to specialist teaching and support.

**Support for Physical and Medical Needs** is planned and supported appropriately when needed, informed by specialist guidance and advice.

Special consideration for exams could be needed to reflect the student’s normal way of working in school (Exam Access Arrangements).

**Appendix – 2: Identification of Additional Needs**

Assessing how well a student’s special educational needs are being met; whether those needs have changed/ are likely to change and what needs to happen next to further meet those needs can generally be measured, with consideration of the following key factors:

* A closing of the attainment gap between the student and their peers;
* Prevention of the attainment gap growing wider;
* Progress similar to that of peers starting from the same attainment baseline but less than that of the majority of peers;
* Matching or bettering the student’s previous rate of progress and taking account of their difficulties;
* Progress that ensures access to the relevant curriculum;
* Progress that demonstrates an improvement in self-help, social or personal skills;
* Progress that demonstrates improvement in confidence, self-esteem or behaviour;
* Engagement in school life and learning evidenced primarily by attendance and behaviour data.

**MSPRU builds an initial profile of a young person through:**

* Risk assessment, using referral information and professional observation;
* Baseline testing; conducted within the first six weeks of a young person attending MSPRU and during the first half-term of each new academic year;
* Academic tracking, based on subject progress data provided by teachers every half-term;
* Engagement tracking; monitoring attendance and behaviour data weekly;
* A written Progress Report, collecting the views of the teachers and centre staff and including progress data, published for each student twice during the academic year;
* On-going professional observation, shared daily, during briefings and weekly, at team meetings that take into account presentation within MSPRU, feedback from parents/ carers and any feedback from professionals working with the student.

MSPRU places importance on undertaking any considerations in collaboration with the student themselves, their parents/ carers, and any outside agencies or professionals involved with the student and/ or their family. This is carried out through regular review meetings – in addition to any statutory Annual Review meetings and Planning meetings.

In considering the factors above, MSPRU will seek to further clarify and collate evidence that will build up a picture of:

**The Severity of Need:**

* Severity may depend on the setting and context in which students are taught;
* Severity is a measure of how a student compares with his or her peers across Manchester or nationally;
* Where possible, all needs assessment is based on standardised tests, rating scales or structured observation which provide evidence;
* Standardised attainment scores/ centiles are used as comparisons with other students of their age.

**The Complexity of Need:**

* Complexity takes account of the number and range of factors, which may contribute to a young person’s SEND. It ensures each young person is considered as an individual and as a member of MSPRU’s school community;
* The existence of complexities does not necessarily mean that the student’s learning will be affected. Resiliency and individual coping strategies mean that each student may respond differently;
* Understanding of the complexity of a student’s needs depends on the collection of accurate information from a variety of sources. All agreed outcomes and the systems of assessment and monitoring and reviewing/ evaluating will reflect the complexity of a student’s needs;
* Such complex needs might be due to a variety of issues including:
* Identified Learning needs;
* Identified Communication and Interaction needs;
* Identified Physical or Medical needs;
* Disability needs requiring therapy, medical support or specialist equipment/ adaptions/ modifications;
* Lack of continuity in education due to moving schools or home setting;
* Missed opportunity for education due to illness or adverse life experiences;
* Bereavement or loss;
* Mental health issues, including trauma and/ or attachment needs;
* Child protection issues.

The progress that a student has made in response to any support previously provided is a further consideration in deciding whether a young person should move to a higher (or lower) stage within the three-tiered SEND framework

**Appendix – 3: Meeting the Needs of Gifted and Talented Students**

Gifted and Talented Students are identified by the following characteristics:

* Question readily, with relevance;
* Persevere when motivated;
* Able to think divergently;
* Able to synthesise;
* Communicate fluently;
* Able to analyse;
* Show creativity;
* Engage with complexity;
* Perceive patterns;
* Grasp ideas rapidly;
* Take risks in learning;
* Spot illogicalities or inconsistencies;
* Make links.

Students will not necessarily present with all of these characteristics ~~but~~ will present with a cluster. Students may present with these characteristics consistently in one subject whilst not in others.

MSPRU will draw on a wide range of information to help identify Gifted and Talented students, including:

* Quantitative data including available test data and results of teacher assessment (including KS2 SATs, CATs, GCSE, and performance grades for music, dance etc.);
* Qualitative information, including staff assessment, young person, peer and parent/ carer nomination and examples of students’ work;
* Rate of progress, including value-added data and reference to prior attainment/ achievement;
* MSPRU will be vigilant for the ‘hidden gifted’. Students’ talents and abilities emerge when they are given appropriate opportunities, but at times, students can be excluded (or effectively exclude themselves) from these opportunities. MSPRU’s gifted and talented population will be broadly representative of the whole school population, in terms of gender, ethnicity and socio-economic background. This means that many of our students come from groups that have been identified as more at risk of ‘slipping through the net’, for example students:
* From any groups with a record of academic underperformance;
* Who need support to learn English as an additional language (EAL);
* Who have special educational needs (SEND);
* Who are poor attenders, with low aspirations and/or motivation;
* With medical conditions;
* Who act as carers in the home;
* From families under stress;
* Who are at risk of disaffection and exclusion;
* In public care or who belong to traveller families;
* Who have a mismatch between their cognitive ability and their basic skills;

MSPRU will always aim to create the right opportunities, with support and encouragement, to help all students to develop a desire to learn and sustain the personal drive that is required to fulfil their potential.

**Appendix – 4: Types of Special Educational Need**

MSPRU recognises that there are many types of Special Educational Needs and many of our students experience co-occurring SEND. We also recognise that many needs present on a spectrum of complexity. At MSPRU we aim to meet the identified Special Educational Needs of all our students through our graduated approach and person-centred practice.

1. **Cognition and Learning Needs**

**1.1 Specific Learning Difficulty (SpLD)**

Specific Learning Difficulties is an umbrella term which indicates that young people display differences across their learning. Students with SpLD may have a particular difficulty in learning to read, write, spell or manipulate numbers so that their performance in these areas is below their performance in other areas. Students may also have problems with short-term memory, with organisational skills and with co-ordination. Students with SpLD cover the whole ability range and the severity of their impairment varies widely.

**Specific learning difficulties include:**

**Dyslexia:** Young people with dyslexia may learn readily in some areas of the curriculum but have a marked and persistent difficulty in acquiring accuracy or fluency in learning to read, write and spell. Students may have poor reading comprehension, handwriting and punctuation. They may also have difficulties in concentration and organisation and in remembering sequences of words. They may mispronounce common words or reverse sounds and letters in words.

**Dyscalculia:** Young people with dyscalculia have difficulty in acquiring mathematical skills. Students may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.

**Dyspraxia:** Young people with dyspraxia are affected by an impairment or immaturity of the organisation of movement, often appearing clumsy. Gross and fine motor skills are hard to learn and difficult to retain and generalise. Students may have poor balance and co-ordination and may be hesitant in many actions (running, skipping, hopping, holding a pencil, doing jigsaws etc.). Their articulation may also be immature and their language late to develop. They may also have poor awareness of body position.

**1.2 Moderate Learning Difficulty (MLD)**

Young people with moderate learning difficulties will have attainments well below expected levels in all or most areas of the curriculum, despite appropriate interventions. Their needs will not be able to be met by usual classroom adapted teaching and the flexibilities of the National Curriculum.

Students with MLD have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and underdeveloped social skills.

**1.3 Severe Learning Difficulty (SLD)**

Young people with severe learning difficulties have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have associated difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills.

Students with SLD will need support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills. Some young people may use sign and symbols but most will be able to hold simple conversations and gain some literacy skills. There attainments may be within the upper P scale range (P4-P8) for much of their school careers (that is below level 1 of the National Curriculum).

**1.4 Profound and Multiple Learning Difficulty (PMLD)**

Young people with profound and multiple learning difficulties have severe and complex learning needs, in addition they have other significant difficulties, such as physical disabilities or a sensory impairment. These students require a high level of adult support, both for their learning needs and for personal care. They are likely to need sensory simulation and a curriculum broken down into very small steps. Some young people communicate by gesture, eye pointing or symbols, others by very simple language. Their attainments are likely to remain in the pre-key stage standards (2020) (below the attainment expectations of the National Curriculum).

1. **Social, Emotional and Mental Health Needs**

**2.1 Social, Emotional and Mental Health Needs**

Young people with behavioural, emotional and social difficulties cover the full range of ability and continuum of severity. Their social, emotional and/ or mental health needs are persistent and present a barrier to their engagement and learning. They may be withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, have immature social skills or present challenging behaviours.

Young people with a range of difficulties, including emotional disorders such as depression and eating disorders; conduct disorders such as oppositional defiance order (ODD); hyperkinetic disorders including attention deficit disorder or attention deficit hyperactivity disorder (ADD/ ADHD); and syndromes such as Tourette’s, should be recorded as SEMH if additional or different educational arrangements are being made to support them.

1. **Communication and Interaction Needs**

**3.1 Speech, Language and Communication Needs (SLCN)**

Young people with speech, language and communication needs cover the whole ability range. Students with SLCN may have difficulty in understanding and or making others understand information conveyed through spoken language. Their acquisition of speech and their oral language skills may be significantly behind their peers. Their speech may be poor or unintelligible. Students with language impairments find it hard to understand and/ or use words in context. They may use words incorrectly with inappropriate grammatical patterns, have a reduced vocabulary or find it hard to recall words and express ideas. They may also hear or see a word but not be able to understand its meaning or have trouble getting others to understand what they are trying to say.

**3.2 Autistic Spectrum Disorder (ASD)**

Young people with Autistic Spectrum Disorder cover the full range of ability and the severity of their impairment varies widely. Some students may also have learning difficulties or other difficulties, making identification difficult. ASD recognises that there are a number of sub-groups within the spectrum of autism. Young people with ASD find it difficult to:

* Understand and use non-verbal and verbal communication;
* Understand social behaviour – which affects their ability to interact with other young people and adults think and behave flexibly – which may be shown in restricted, obsessional or repetitive activities.

Young people with Asperger’s Syndrome should be recorded in this category. These students share the same impairments but have higher intellectual abilities although their language development is different from other students with autism.

1. **Physical, Mental and/ or Sensory Needs**

**4.1 Visual Impairment (VI)**

Visual impairment refers to a range of difficulties from partial sight through to blindness. Young people with visual impairments cover the whole ability range. For educational purposes, a student is considered to be VI if they require adaptations to their environment or specific adapted teaching in order to access the curriculum.

**4.2 Hearing Impairment (HI)**

Young people with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. For educational purposes, students are regarded as having a hearing impairment if they require hearing aids, adaptations to their environment and/ or particular teaching strategies in order to access the concepts and language of the curriculum.

**4.3 Multi-Sensory Impairment (MSI)**

Young people with multi-sensory impairment have a combination of visual and hearing difficulties. They are sometimes referred to as deaf or blind but may have some residual sight and/ or hearing. Many also have additional disabilities but their complex needs mean that it may be difficult to ascertain their intellectual abilities. Students should only be recorded as MSI if their sensory impairment is their greatest need.

**4.4 Physical Disability (PD)**

There is a wide range of physical disabilities and young people cover the whole ability range. Some young people are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have a special educational need. For others, the impact on their education may be severe. Similarly, a medical diagnosis does not necessarily mean that a student has SEND. It depends on the impact the condition has on their educational needs.

**Appendix – 5: MSPRU Offer to Students with Special Educational Needs and/ or Disabilities**

|  |  |
| --- | --- |
| **Needs or Disability** | **Additional SEND Support available within MSPRU** |
| **Social, Mental and Emotional Health e.g.*** **Behavioural issues**
* **Social needs**
* **Mental health needs**
* **Emotional Health and Wellbeing**
 | MSPRU values all students. MSPRU recognises that challenging behaviour is often a means of communication and MSPRU staff therefore aim to:* Create and support learning environments which encourage and foster good behaviour;
* Raise individual standards of achievement;
* Promote self-discipline and positive relationships;
* Develop aspiring, confident and independent young people;
* Prepare our students for a successful transition to their next phase in education, training or employment.

Behavioural management systems are used to encourage students to make positive decisions about their behaviour choices.Risk assessments, including dynamic risk assessments, are used and action is taken to increase the safety and inclusion of all students at MSPRU.Staff at MSPRU use reviews and updated risk assessments to identify where reasonable changes can be made to minimise the need for exclusions.The school provides effective pastoral care for all students.Support and advice is sought from specialists and outside agencies to support students, when appropriate.Students are placed in small groups at MSPRU to support their need, appropriate to their age/ stage.Small group and individual programmes are used to improve social skills and help students deal more effectively with stressful situations.* Programmes to develop strategies for emotional regulation and managing change;
* Strategies to reduce anxiety and promote emotional well-being;
* Small group settings to improve and consolidate skills.

Enrichment activities, creative opportunities, and a PSD curriculum are used to offer different approaches to the curriculum.A reward system is in place that is personalised and aims to be motivational with regular rewards for students who have earned them.Information and support is available within MSPRU for behavioural, emotional and social needs, and all other aspects of SEND experienced by students attending MSPRU. |

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| --- | --- |
| **Needs or Disability** | **Additional SEND Support available within MSPRU** |
| **Cognition and Learning Needs e.g.*** **Moderate Learning Difficulties**
* **Specific Learning Difficulties**
	+ **e.g. Dyslexia**
 | * Strategies to promote and develop literacy and numeracy skills, including catch-up and intervention programmes;
* Provision to support access to the curriculum and develop independent learning;
* Individual targeted intervention programmes to improve skills in core areas: reading, writing and numeracy skills; comprehension skills and exam techniques;
* Support and advice from specialists and outside agencies to ensure any barriers to success are fully identified and responded to in appropriate ways;
* Regular planning, assessment and reviewing of the curriculum to ensure it meets all students’ specific learning needs;
* Access to teaching and learning for students with special educational needs is monitored across all centres through MSPRU's self-evaluation process;
* Teaching resources are routinely evaluated to ensure they are accessible to all students;
* Work with students, parents/ carers, and staff to develop and review plans based around students’ individual need(s);
* A curriculum adapted for the needs and abilities of the student including tailored resources and teaching approaches, alongside alternative curriculum and accreditation pathways;
* Regular evaluation of teaching resources to ensure they are accessible to all students.
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| --- | --- |
| **Needs or Disability** |  **Additional SEND Support available within MSPRU** |
| **Communication and Interaction Needs e.g.*** **Autistic Spectrum Conditions**
* **Speech, Language and Communication Needs**
* **Social Communication difficulties**
 | * Visual support tools including visual timetables and task plans;
* Areas of low distraction in centres;
* Use of visual strategies to support effective communication;
* Programmes to develop strategies for emotional regulation and managing change;
* Strategies to reduce anxiety and promote emotional well-being;
* Small group settings to improve and consolidate skills ;
* ICT to support learning, where appropriate ;
* Strategies/ programmes to support speech and language development;
* Where appropriate, use of specialist support and advice to meet the needs of young people;
* Assessment of needs (including specialist assessment, when necessary) and planning for needs with a regular review cycle;
* Working with young people, parents / carers and staff to develop and review plans based on individual need(s);
* A curriculum differentiated for the needs and abilities of the young person including tailored resources and teaching approaches;
* Regular evaluation of teaching resources to ensure they are accessible to all young people;
* Strategies to manage change, including forward planning. and the use of visual timetables and social stories/ communication cartoons;
* Enhanced transition programmes and support.
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| --- | --- |
| **Needs or Disability** | **Additional SEND Support available within MSPRU** |
| **Sensory and Physical Needs e.g.*** **Hearing/ Visual impairment**
* **Multi-sensory impairment**
* **Physical and Medical Needs**
 | * We always ensure that a young person with physical needs or a disability is placed in a barrier-free environment which can best facilitate their needs;
* On referral, and prior to pre-admit, MSPRU will always risk assess any environment for a young person with sensory needs or a disability and make any reasonable adaptations and adjustments as appropriate;
* Support and advice are sought from outside agencies to support young people, and, where appropriate;
* Specialist advice and guidance are sought and acted upon to meet the needs of young people who have significant sensory, physical, or medical needs;
* The SENCO completes any necessary training in order to offer advice and guidance to staff about the sensory or physical needs of young people attending MSPRU;
* Assistive technologies and ICT is used to increase access to the curriculum;
* Support given to access the curriculum and to develop independent learning;
* Referral to specialist services, as necessary;
* Access to medical support and interventions, as necessary;
* Staff receive training to ensure they understand the impact of sensory and physical needs upon teaching and learning;
* All relevant staff understand MSPRU’s Administration of Medicines / Medical Interventions policy (See Medical Conditions Policy BS 001).
 |

**Appendix 6** **– Types of Support and Intervention on Offer at MSPRU**

MSPRU has a number of strategies and interventions used to support all students. Examples of these strategies include:

* A ‘soft landing’ every morning to ensure a positive start to each school day, alongside 1:1 check in and check out sessions with a member of staff, to help students express any anxieties or other difficult thoughts/ emotions on arrival at MSPRU and on leaving;
* 1:1 and small group restorative justice sessions, following any incident;
* 1:1 and small group numeracy and literacy interventions;
* Additional sessions for students with gaps in their core subjects;
* Structured small group activities at break and lunch times, e.g. for those young people with social anxiety;
* Transportation to and from placements for all KS3 students to ensure safety, punctuality and sustained attendance;
* Visits to placements and mainstream settings supported by a key adult;
* Access, through referral, to professionally-trained counsellors and mental health practitioners;
* Access, through referral, to SEND assessment, Dyslexia screening, Irlen screening, SaLT screening, SLCN assessment;
* Access, through referral, to SaLT specialists and Educational Psychologists;
* Assessment and application for Access Arrangements relating to support during examinations;
* Specific, measurable, time-limited SEND intervention programmes, informed by priority need, delivered by SEND Team and Centre Staff.

MSPRU places emphasis on each student developing independence within a larger mainstream setting. This is as important for young people preparing to transition to a post-16 setting as it is for young people on mainstream reintegration programmes or transitioning to a specialist provision.

As part of our disability discrimination duties, MSPRU works to provide protection for disabled students by preventing discrimination against them on the grounds of disability.

The two key areas involved in this are to ensure that we do not treat disabled students less favourably and that we take reasonable steps to avoid putting disabled students at a substantial disadvantage. This is known as the reasonable adjustments duty.

**Appendix 7 – Matching Provision to Need – MSPRU’s Graduated Approach**

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| --- | --- | --- |
| **MSPRU Universal:** | **Additionality – MSPRU+:** | **External additionality – MSPRU Intensive:** |
| * Nurture-based setting (SEMH)
* Small class groups; high staff to student ratio (SEMH)
* In-class support (every lesson/ session) (All students)
* Specialist staff: subject specialist teachers; qualified youth workers, support staff and LSAs (All students)
* Staff modelling for behaviour and learning (All students)
* Differentiated curriculum (All students)
* Chunking instructions/ breaking down instructions and processes; Chunking texts/ learning tasks (C&I/ C&L/ SEMH/ SLCN/ SpLD)
* Pre-teaching and overlearning skills and vocabulary (C&I/ C&L/ SEMH/ SLCN/ SpLD)
* Adapted academic GCSE curriculum (C&L/ SpLD)
* Academic curriculum and pathway
* Access to alternative accreditation/ qualifications (C&I/ C&L/ SEMH/ SLCN)
* Adapting Teaching toolkits inc. visuals; VCOP; learning mats; word walls; scaffolds and writing frames; chunking; and time-limited activities (C&I/ C&L/ SEMH/ SLCN/ SpLD)
* Using different modalities to present teaching/ providing alternative ways to record learning (C&I/ C&L/ SEMH/ SLCN/ SpLD)
* Practical and kinaesthetic learning opportunities (All students)
* Personal support and development programmes (All students)
* Additional elements of the curriculum; sports, outdoor pursuits and creative projects; enrichment activities (All students)
* Individual Learner Profile (All students)
* Key worker/ named mentor support (All students)
* Preparation for adulthood/ independence sessions (safety; travel; finance; healthy lifestyle – exercise and diet) (All students)
* Regular reviews (half-termly) inc. progress to targets; meeting needs (All students)
* Additional Careers input and support (All students)
* SEMH Exam Access Arrangements (All students)
 | * Individual SEND Support Plan (All SEND)
* Literacy intervention and catch-up programmes (spelling, comprehension, handwriting) (Intervention group) (C&L/ SpLD)
* Reading intervention and catch-up programmes (intervention group) (C&L/ SpLD)
* Numeracy intervention and catch-up programmes (Intervention group) (C&L/ SpLD)
* Precision teaching/ approaches (to address curriculum gaps/ to develop vocabulary) (C&L/ SpLD)
* Use of visual timetables/ visual aids to support learning and behaviour (C&I/ SEMH/ SLCN)
* Task boards/ tick sheets in lesson to support organisation and independence (All SEND)
* Use of prompting & reinforcement strategies to support communication (inc. PECS) (C&I SEMH/ SLCN)
* Use of social stories/ scripts/ talking mats/ comic strip conversations to support understanding (C&I SEMH/ SLCN)
* Anxiety curve/ Five-point scale/ Positive scripts (C&I/ SEMH/ SLCN)
* Access to laptop (alternative to scribe reliance) (C&L/ P&M/ SpLD)
* Pen – pencil grips (Dyspraxia/P&M)
* Coloured overlays/ reading rulers (SpLD/Visual stress/Irlen)
* Time-out/ access to low-stimulus space to work/ area (C&L/C&I/ SEMH)
* Managing Change intervention programmes inc. managing emotions and anxiety (C&I/ SEMH)
* Exam Access Arrangements in place: inc. Reader; and/ or Scribe; and/ or Extra Time (C&L/SpLD)
 | * 1:1 Active/ Guided reading intervention programmes (C&L/ SpLD)
* 1:1 SpLD structured intervention programmes including dyslexia, dyscalculia; dyspraxia (C&I/ C&L/ SpLD)
* EP Referral/ Support (All SEND)
* Cognitive assessment (C&L/ SpLD/ SLCN)
* 1:1/ Small Group CBT-based intervention programmes (based on priority need) (C&I/ SEMH)
* CAMHS Referral/ Support (C&I/ SEMH)
* Counselling Referral/ Support (inc. Remedi/ 42nd Street/ Eclypse) (SEMH)
* SaLT Referral/ Support (C&I/ SLCN)
* OT Referral/ Support (C&I/ P&M/ SEMH/ SLCN)
* Assistive technologies training and resources (C&I/ P&M/ SLCN)
* Travel training and route planning (C&I/ P&M/ SEMH)
* Transport support (C&I/ P&M/ SEMH)
* VI/ HI specialist input (P&M)
 |

**Key terminology used:**

**C&I:** Communication and Interaction Needs

**C&L:** Cognition and Learning Needs

**EP:** Educational Psychologist

**OT:** Occupational Therapist/ Therapy

**P&M:** Physical and Medical Needs (including Visual Impairment and Hearing Impairment)

**SaLT:** Speech and Language Therapist/ Therapy

**SEMH:** Social, Emotional, and Mental Health Needs

**SEND:** Special Educational Needs

**SLCN:** Speech, Language, and communication Needs

**SpLD:** Specific Learning Difficulties e.g. dyslexia, Meares-Irlen Syndrome, dyscalculia, dyspraxia