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

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**Special Educational Needs and Disabilities Policy**

1. **Overview**

This policy should be read in conjunction with Music Stuff Education’s (MSE) School Report for children with Special Educational Needs and Disabilities (SEND).

The policy, in its design and implementation, sits within the legislative framework/ remit of the Equalities Act, 2010; SEND Code of Practice, 2015 and the Children and Families Act, 2014.

**Equality Act 2010**

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

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

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

**Children and Families Act 2014**

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

Music Stuff Education is an Independent (secondary) School which is based across Greater Manchester. MSE operates as a full-time school for children with SEMH needs. Additionally, we offer part-time and full-time alternative provision. Our school opened in 2012 and spans across 6 learning centres. Students are referred to us directly from schools, Local Authorities, and Manchester Secondary Pru.

Music Stuff Education works in partnership with young people and their families, Manchester schools and academies, Manchester Secondary PRU, Alternative Providers (AP) across Manchester, and Manchester City Council.

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

<http://www.manchester.gov.uk/info/500132/special_educational_needs>

Where parents and carers can access:

* [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)
* [Information, Advice and Support [IAS Manchester] for independent SEND advice](https://hsm.manchester.gov.uk/kb5/manchester/directory/advice.page?id=hJA-GcVIZlU)
* [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. **Aim**

At Music Stuff Education we recognise that all our students have individual educational needs that must be understood and taken into account. We seek to raise achievement by removing any barriers to learning and increasing curricular access for all. Students with Special Educational Needs and Disabilities are valued members of our school community and we firmly 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 pupils 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.

**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 young people with Special Educational Needs and Disabilities should have access to high quality and appropriate education.

**The Objectives of our SEND Policy**

* To ensure students with Special Education Needs and Disabilities can achieve success and progress according to their potential and which closes the achievement gap with their non-SEND peers.
* To ensure that these students 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 make provision and provide interventions that are additional to/different from that made generally for other young people of the same age.
* To allocate appropriate resources to ensure that students make the best possible progress
* To ensure parents/ carers are informed about their child’s progress and attainments, and are fully included in meetings and reviews, so that communication between parents/carers and school is effective.
* To ensure that all students express their views and are fully involved in decisions which affect their education.
* To ensure that all staff are fully aware of the entitlements of SEND students.
* To improve the outcomes for all SEND pupils and ensure they become independent learners.

1. **Specialist Support at Music Stuff Education**

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

* An assistant Head Teacher with overview of SEND across MSE.
* A whole school Special Education Needs Coordinator (SENCO).
* Specialist staff in all centres, including specialist subject teachers, Specialist Engagement Mentors (SEM), Learning Support Assistants (LSA’s).

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

* Coordinate and lead meetings such as EHCP Annual Reviews, centre drop-ins and cohort reviews, TAC Meetings and any multi-agency meetings when issues are related to SEND.
* Undertake SEND assessment and person-centred planning through SEND referral, using evidence-based assessments and approaches.
* Plan, deliver and review MSE Intensive SEND interventions and support (through SEND Referral and based on priority needs).
* Liaise and work with Educational Psychologists (EP), Speech and Language Therapists, CAMHS, and other SEND professionals/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 (EHCP).
* Communicate and work with post-16 providers on SEND issues and transition planning.
* Work in partnership with mainstream schools and academies on SEND support relating to reintegration and transition and provide mainstream schools and academies with SEND support.
* Provide training and resources to MSE staff around all SEND issues in school – including briefing/updating on any new development to arise regarding a young person’s Special Education Needs (SEND).
* Provide on-going CPD to support all staff across MSE 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 MSE**

The MSE SENDCo’s Offer of support follows a graduated three-tiered framework approach to differentiating levels of need, consisting of:

1. **MSE Universal Support** – primarily quality first teaching and classroom-based approaches designed for the benefit of all young people, all of the time. These approaches include:

* A nurture-based approach to learning and trauma-informed practice.
* Small group settings with a high staff to young person ratio.
* Specialist staff, consisting of subject Specialist Teachers, Learning Support Assistants
* A differentiated academic curriculum with personalised programmes and alternative accreditation routes.
* Personal support and development programmes, including PSHE and social and emotional aspects of learning (SEAL).
* Additional elements of the curriculum, including enrichment activities, sports and creative projects.
* Individual Learning Plans (ILP) for every young person.
* Key Worker support and half-termly progress reviews.
* Regular parental contact regarding engagement, progress and achievement.
* Personal Transition plans for every young person.

1. **MSE+ Support** – part of a graduated approach. Additional school-based and external agency approaches for small groups of young people, provided on a short to medium term to address specific barriers to achievement. These approaches include:

* Specialist teaching staff and subject specialist teachers some with experience and knowledge of SEND intervention programmes and strategies.
* Literacy and Numeracy intervention and catch-up programmes;
* Social, Emotional and Mental health support (SEMH), including intervention programmes, Positive Psychology Interventions, Cognitive Behaviour Therapy resources etc. Thrive
* SEND advice, training, resources, and support to help identify underlying needs and to provide teams across MSE with the strategies and resources to inform and implement programmes of intervention.
* SEND assessment, person-centred planning, and individual SEND support plans.
* Exam Access Arrangements across Key Stage 4

1. **MSE Intensive Support EHCP and / or students referred to the Intervention Centre** – additional school-based and external agency approaches for those young people 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 inc. SpLD assessment/ intervention.
* If appropriate Support and intervention for Physical and Medical needs, including support from the Manchester Sensory Support Service and other services.
* Therapeutic interventions, following specialist recommendation.
* Referral work with providers inc. counselling/Therapy services, 42nd Street, Remedi, Eclypse etc\*.
* Multi-agency work with CAMHS, YOT, Children’s Services, Virtual School (LAC), and the Manchester’s SEND Team.

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

A young person at MSE, 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*

A young person undergoing statutory assessment (EHC Needs Assessment) remains at SEN Support until a decision to issue an EHC Plan is made and the relevant documentation is officially published.

1. **Identification Of Need**

MSE 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 MSE 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”. As provided in mainstream setting 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 young people are designated on MSE’s SEND Register of Additional Needsat the stage of SEN Support (K). 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 young people 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 MSE and Appendix 4: Types of Special Education Need.

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

With regards to Gifted and Talented young people, MSE works according to the following principles:

1. Provision for Gifted and Talented young people is a whole school issue for MSE.

2. Inclusion means recognising the rights of able and talented young people.

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

4. Where possible (logistically speaking and with consideration of their school-readiness), gifted and talented learners attending MSE should be provided with some access to a broader curriculum within a mainstream setting in order to fulfil particular interests and talents which cannot be met through MSE’s curriculum.

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

1. **Planning and Reviewing Support Arrangements**

To review the level and nature of SEND and to plan support around needs, MSE holds regular review meetings for all young people – every young person receives an informal, centre half termly review, and a formal termly review through the MSE 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 along with a representative from their mainstream school, if dual-registered. 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 young person’s needs are accommodated.

At review meetings an Individual Learning Plan (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, MSE 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 and discussions with the young person, parents and carers.

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

* Parents, mainstream school and outside agencies have access to all baseline assessments, relating to the young person’s ILP;
* Parents/ carers are given opportunity to express their views alternatively or additionally, recorded using a parent voice pro-forma such as the Views of the Parent / Carer pro-forma;
* Young people are given opportunity to express their views alternatively or additionally, recorded using a student voice pro-forma such as the Views of the Child/ Young Person, or the About Me pro-forma;
* 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 this review cycle, young people with an Education Health Care Plan (EHCP) receive an Annual Review of their EHC Plan. The Annual Review will consider the extent to which the young person has achieved the outcomes in the EHC Plan and whether further action is necessary.

Further action may include setting new objectives, amending or changing provision, 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 agreed amendments to the original plan.

1. **The Role of Outside Agencies**

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

MSE 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 young people and parents and carers gained at review meetings etc.;
* Measurable gains in attendance and engagement whilst the young person is attending MSE;
* 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 MSE and from outside agencies involved with the young people.

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

**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 young person 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, agreed outcomes and strategies/provision will be shared through the young person’sindividual SEND Support Plan/Pupil Profile and/ or their ‘One Page Profile’ and reviewed regularly.

**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 young people 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 young people 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

* Personalised Literacy and Numeracy intervention and catch-up programmes based on the young person’s needs, including personalised support and intervention
* Specialist teaching staff
* Access to SEND specialists to provide advice, to help identify underlying needs, and to provide support and strategies
* Specialist subject teaching in small group or personalised settings;
* 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.

All relevant SEND information, including agreed outcomes and strategies/ provision will be shared through the young person’s individual SEND Support Plan and/ or their ‘One Page Profile’ and reviewed regularly.

**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, including agreed outcomes and strategies/ provision will be shared through the young person’s individual SEND Support Plan and/ or their ‘One Page Profile’ and reviewed regularly.

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

**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 would be needed to reflect the student’s normal way of working in school.

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

Assessing how well a young person’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 young person 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 young person’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.

MSE builds an initial profile of a young person through:

* Risk assessment, using referral information and professional observation.
* Thrive Profiling.
* Baseline testing; conducted within the first two weeks of a young person attending MSE.
* 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 young person, teachers and centre staff and including progress data, published for each young person every term.
* On-going professional observation, shared daily, during daily briefings and weekly, at team meetings that consider presentation within MSE, feedback from parents/ carers and any feedback from other placements such as a young person’s mainstream school and/ or vocational placement.

MSE places importance on undertaking any considerations in collaboration with the young person themselves, their parents/carers, any outside agencies and the mainstream school (if the young person is dual-registered). This is carried out through regular review meetings – in addition to all statutory Annual Review meetings and Planning meetings.

In considering the factors above, MSE 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 young people are taught;
* Severity is a measure of how a young person 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 young people 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 MSE’s school community.
* The existence of complexities does not necessarily mean that the young person’s learning will be affected. Resiliency and individual coping strategies mean that each young person will respond differently;
* Understanding of the complexity of a young person’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 young person’s needs.
* Such complex needs might be due to a variety of issues including:
* 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.
* Disability requiring therapy, medical support or specialist equipment/adaptions/ modifications.

The progress that a young person 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 Learners**

Gifted and Talented Learners 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.

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

MSE will draw on a wide range of information to help identify Gifted and Talented learners, 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 young people’s work.
* Rate of progress, including value-added data and reference to prior attainment/ achievement.
* MSE will be vigilant for the ‘hidden gifted’. Young people’s talents and abilities emerge when they are given appropriate opportunities. MSE’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 young people come from groups that have been identified as more at risk of ‘slipping through the net’, for example young people:
* 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 inconsistency between their cognitive ability and their basic skills.

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

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

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. Young people 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. Young people may also have problems with short-term memory, with organisational skills and with co-ordination. Young people 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. Young people 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. Young people 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. Young people 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.

Young people 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. **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.

Young people 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. Young people 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. Young people 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. Young people 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 pupils 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 young people share the same impairments but have higher intellectual abilities although their language development is different from other young people 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 pupil 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, young people 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 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. Young people should only be recorded as MSI if their sensory impairment is their greatest need.

**4.4 Physical Disability (PD)**

There are 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 pupil has SEND. It depends on the impact the condition has on their educational needs.

**Appendix – 5: MSE Offer to Young People with Special Educational Needs and/or Disabilities**

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| **Needs or Disability** | **Additional SEND Support available within MSE** |
| **Social, Mental and Emotional Health e.g.**   * **Behavioural issues** * **Social needs** * **Mental health needs** * **Emotional Health and Wellbeing** | MSE values all young people. MSE recognises that challenging behaviour is often a means of communication and MSE 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 young people for a successful transition to the next phase in education, training or employment.   Behavioural management systems are used to encourage young people 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 young people at MSE.  Staff at MSE 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 young people.  Support and advice is sought from specialists and outside agencies to support young people, when appropriate.  Young people are placed in small groups at MSE appropriate to their level and need.  Small group and individual programmes are used to improve social skills and help young people deal more effectively with stressful situations.  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 those who have earned them.  Information and support is available within MSE for behavioural, emotional and social needs, and all other aspects of SEND experienced by young people attending MSE. |

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| **Needs or Disability** | **Additional SEND Support available within MSE** |
| **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. * Small group and individual targeted intervention programmes to improve skills in core areas: reading, writing and numeracy skills; comprehension skills and exam techniques. * Use of ICT to reduce barriers in learning. * 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 young people’s specific learning needs. * Access to teaching and learning for young people with special educational needs is monitored across all centres through MSE's self-evaluation process. * Teaching resources are routinely evaluated to ensure they are accessible to all young people. * Work with young people, parents / carers and staff to develop and review plans based around their individual needs. * A curriculum differentiated for the needs and abilities of the young person including tailored resources and teaching approaches, alongside alternative curriculum and accreditation pathways. * Regular evaluation of teaching resources to ensure they are accessible to all young people. |

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| **Needs or Disability** | **Additional SEND Support available within MSE** |
| **Communication and Interaction Needs e.g.**   * **Autistic Spectrum Conditions** * **Speech, Language and Communication Needs** * **Social Communication difficulties** | * Visual Timetables. * Areas of low distraction in centres. * Constant support/ supervision. * Social skills programmes and use of social stories. * Programmes to develop strategies for anger management and improving self-esteem. * 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 needs. * 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, visual timetables and social stories. * Enhanced, personalised transition programmes. |

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| **Needs or Disability** | **Additional SEND Support available within MSE** |
| **Sensory and Physical Needs e.g.**   * **Hearing/ Visual impairment** * **Multi-sensory impairment** * **Physical and Medical Needs** | * Support and advice is sought from outside agencies to support young people, where appropriate * Assistive technologies and ICT is used to increase access to the curriculum; * Support given to access the curriculum and to develop independent learning; * Specialist advice and guidance is sought and acted upon to meet the needs of young people who have significant sensory, physical, or medical needs; * Access to Medical support and interventions, as necessary; * Referral to specialist services, as necessary; * Staff receive training to ensure they understand the impact of sensory and physical needs upon teaching and learning; * All relevant staff understand MSE’s Administration of Medicines / Medical Interventions policy. * The SENCO completes any necessary training to offer advice and guidance to staff about the sensory or physical needs of young people. * We always ensure that a young person with physical needs or a disability is placed in an environment which can cater for their needs. * MSE will always risk assess any environment for a young person with these needs or a disability and make reasonable adaptations and adjustments as appropriate. |

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

MSE has a number of strategies and interventions used to support young people. Examples of these strategies include:

* 1-to-1 check in and check out sessions with a member of staff, to help young people express any anxieties or other difficult thoughts/ emotions on arrival at MSE and on leaving.
* 1-to-1 and small group restorative justice sessions, following an incident.
* 1-to-1 and small group numeracy and literacy interventions.
* Additional sessions, usually ahead of exams, for young people with gaps in their core subjects.
* Vocational and alternative education placements to provide alternative curriculum and accreditation routes and pathways.
* 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 Learners 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/Therapists and mental health practitioners.
* 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.

MSE places emphasis on each young person 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 some young people are dual registered, MSE seeks to work wherever possible in partnership with a young person’s designated mainstream school in the planning, funding and delivery of additional support beyond the MSPRU offer, including Specialist Input and Support, EP commissioning and requesting statutory assessment (EHC Needs Assessment).

As part of our disability discrimination duties, MSE works to provide protection for disabled young people 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 young people less favourably and that we take reasonable steps to avoid putting disabled young people at a substantial disadvantage. This is known as the reasonable adjustments duty.

**Appendix 7 – Matching Provision to Need – MSE’s Graduated Approach – For young people with additional SEND**

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| **MSE Universal:** | **Additionality – MSE+:** | **External additionality – MSE Intensive:** |
| * Nurture-based setting (SEMH). * Small class groups; high staff to student ratio (SEMH). * In-class support-every lesson/session, all SEND. * Specialist staff: subject specialist teachers; qualified youth workers, support staff and LSAs [All SEND] * Staff modelling for behaviour & learning [All SEND] * Differentiated curriculum [All SEND] * Chunking instructions/ breaking down instructions & processes; Chunking texts/ learning tasks [C&I/ C&L/ SEMH/ SLCN/ SpLD] * Pre-teaching & overlearning skills & vocabulary [C&I/ C&L/ SEMH/ SLCN/ SpLD] * Adapted academic GCSE curriculum [C&L/ SpLD] * Personalised academic pathway; alternative accreditation/ qualifications [C&I/ C&L/ SEMH/ SLCN] * Adapting Teaching toolkits inc. visuals; VCOP; learning mats; word walls; scaffolds & writing frames; chunking; & 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 & kinaesthetic learning opportunities [All SEND] * Personal support & development programmes [All SEND] * Additional elements of the curriculum; sports, outdoor pursuits & creative projects; enrichment activities [All SEND] * Individual learning/ behaviour plan [All SEND] * Key worker/ named mentor support [All SEND] * Personal Safety sessions [SEMH/ C&I] * Preparation for adulthood/ independence sessions [safety; travel; finance; healthy lifestyle – exercise & diet] [All SEND] * Regular reviews [min. half-termly] inc. progress to targets; meeting needs [All SEND] * Additional Careers input & support [All SEND] | * Individual SEND Support Plan [half-termly review] [All SEND] * Literacy intervention & catch-up programmes [spelling, comprehension, handwriting] [Intervention group] [C&L/ SpLD] * Reading intervention & catch-up programmes [intervention group] [C&L/ SpLD] * Numeracy intervention & 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/ symbols/ visual aids to support learning & behaviour [C&I/ SEMH/ SLCN] * Task boards/ tick sheets in lesson to support organisation & 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 self-talk scripts [C&I/ SEMH/ SLCN] * Access to laptop [alternative to scribe reliance] [C&L/ P&M/ SpLD] * Pen – pencil grips/ Sloping boards [P&M] * Coloured overlays/ reading rulers [P&M/ SpLD] * Time-out/ access to low-stimulus space to work/ area [C&I/ SEMH] * Managing Change intervention programmes inc. managing emotions and anxiety [C&I/ SEMH] * Exam Access Arrangements in place: Reader; &/ or Scribe; &/ or Extra Time etc. [C&L] | * 1:1 Active/ Guided reading intervention e.g. Rapid Plus; Dockside [C&L/ SpLD] * 1:1 SpLD intervention including dyslexia, dyscalculia; dyspraxia [C&I/ C&L/ SpLD] * EP Referral/ Support [All SEND] * Cognitive assessment [C&L/ SpLD] * Boxall profiling [C&I/ SEMH] * 1:1 CBT-based intervention programmes [based on priority need] [C&I/ SEMH] * CAMHS Referral/ Support [C&I/ SEMH] * Counselling Referral/ Support [ inc. 42nd Street/ Remedi/ Eclypse] [SEMH] * SaLT Referral/ Support [C&I/ SLCN] * OT Referral/ Support [C&I/ P&M/ SEMH/ SLCN] * Assistive technologies training & resources [C&I/ P&M/ SLCN] * Travel training & route planning [C&I/ P&M/ SEMH] * Transport support [C&I/ P&M/ SLCN/ SEMH] Motor skills programme [P&M] * VI/ HI specialist input [P&M] * Lego Therapy [C&I/ SEMH/ SLCN] * Art/ Drama/ Music Therapy [C&I/ SEMH/ SLCN] |

**Key terminology used:**

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| **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 Education Needs |
| **SLCN** | Speech, Language, and communication Needs |
| **SpLD** | Specific Learning Difficulties e.g. dyslexia, Meares-Irlen Syndrome, dyscalculia, dyspraxia |