

**Special Educational Needs and Disabilities Report.**

**Reviewed: September 2019**

**Next Review: September 2020**

Music Stuff Education is alternative education provider working in partnership with The Manchester Secondary Pupil Referral Unit (MS PRU). We operate in four centres across Manchester and comprise of two KS4 and two KS3 provisions. We provide education and support for secondary age young people, mainly with social, emotional and mental health needs who have been permanently excluded or, who are at risk of permanent exclusion from mainstream school. Admission is by referral only. The majority of the young people are dual-registered with their mainstream school and MSPRU.

The Manchester Secondary PRU have a Special Educational Needs and Disabilities team consisting of a Lead SENCO and a number of SEND coordinators. MS PRU’s SEND team work in partnership with the Music Stuff SEND Lead and Centre Managers. The procedures taken to ensure students identified with or suspected to have Special Educational Needs and Disabilities are outlined in this policy.

**The Music Stuff SEND School Report is broken down into ten questions:**

**1]** How does Music Stuff meet the additional needs of young people attending its school?

**2]** How are additional needs identified at Music Stuff?

**3]** What is the process for requesting a statutory assessment of SEND [EHC Needs

Assessment]?

**4]** What support does Music Stuff and the MS PRU offer to young people with additional needs?

**5]** How does the Music Stuff make the curriculum more accessible to young people with additional needs?

**6]** How does Music Stuff monitor and review progress, outcomes and support arrangements for young people?

**7]** What should parents/ carers do if they have concerns about their child’s special educational needs?

**8]** How will the school support young people with special educational needs at key transition points?

**9]** What opportunities do parents/ carers have for expressing their views?

**10]** Where can parents/ carers gain further advice and support?

1. **How does Music Stuff meet the additional needs of young people attending its school?**

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

1. **MS Universal Offer** – primarily classroom-based approaches designed for the benefit of all young people, all of the time. These approaches include:

* A nurture-based approach to learning
* Small group setting with high staff to young person ratio
* Specialist staff, consisting of subject specialist teachers, centre managers, support staff and teaching assistants
* Personal support and development programmes, including PSHE and social and emotional aspects of learning [SEAL]
* Additional elements of the curriculum, including outdoor pursuits and creative projects
* Enrichment activities
* Individual learning plans for every young person
* Regular mentor support and half-termly review sessions
* Regular parental contact regarding engagement, progress and achievement

1. **MS+ Support** – 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, including SEND teachers and teachers with experience and knowledge of SpLD and EAL issues and strategies
* Literacy and Numeracy intervention and catch-up programmes
* Specialist intervention (delivered/supported through The MS PRU) providing advice and support to help identify underlying needs and to provide teams across the support and strategies to inform and implement programmes of intervention

1. **MS Intensive** – 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.

For a young person to be designated at this third stage as EHC Plan, they must be subject to an Education Health Care Plan [EHC Plan] - previously known, and continued in some circumstances, as a Statement of Special Educational Needs.

A young person at the MSPRU (and Music Stuff), at this stage, typically:

Has a recognised learning difficulty or disability

And may need further assessment to identify need

Or, may need specialist provision to support their needs

Or, may require post-16 support due to their needs

The SEND Code of Practice says a child has a learning difficulty if he or she

“Has a significantly greater difficulty in learning than the majority of young people of the same age”

Or,

“Has a disability, which either prevents or hinders the child from making use of

educational facilities of a kind provided for young people of the same age within the

area”

[*Taken from the SEN Code of Practice: 0-25 Years, 2014*]

1. **How are additional needs identified at Music Stuff?**

Having been initially referred to the MSPRU and, in turn, allocated a placement at the Music Stuff, on admission, each young person is deemed to have an **additional need** requiring support above and beyond mainstream Wave 1 Universal Provision and Wave 2 Catch-Up Provision. Due to their social and emotional needs, the young person requires the additional provision of off-site support for at least a short period of time.

As such, all young people are designated on the SEND Register of Additional Needs as being at the second tier of provision, known as 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 young people may also have **Physical and Medical Needs**, including hearing and visual impairments.

**Music Stuff Education builds a profile of a young person’s additional needs through:**

* Risk assessment, using referral information and professional observation
* Baseline testing; conducted within the first six weeks of a young person attending the 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 young person, teachers and centre staff and including progress data, published for each young person every half-term
* On-going professional observation that takes into account presentation within Music Stuff and the MSPRU, feedback from parents/ carers and any feedback from other placements such as a young person’s mainstream school and/ or vocational placement
* Music Stuff will always undertake any considerations in collaboration with the young person themselves, parents/ carers, outside agencies and the mainstream school [where the young person is dual-registered]. This is carried out through regular Review meetings – in addition to all statutory Annual/ Transfer Review meetings and EHC planning meetings.

In considering the factors above, Music Stuff and the MS PRU will seek to further clarify and collate evidence that will build up a picture of the severity of the young person’s need, measured against how the young person compares with his or her peers across Manchester or nationally and/or the complexity of their need which takes account of the number and range of factors, which may contribute to the young person’s SEN. It ensures each young person is considered as an individual and as a member of the Music Stuff and The MS PRU’s school community.

**Statutory Assessment [EHC Needs Assessment]**

Although Music Stuff Education and The MS PRU are not designated specialist provisions for young people with an Education Health Care Plan or Statement of Special Educational Needs, it does make provision on a short to medium term basis for young people with special educational needs and disabilities at this level.

Where a young person is viewed to require more formalised support through an Education Health Care Plan [EHC Plan], Music Stuff and the MSPRU will look to initiate statutory assessment [EHC Needs Assessment] – or, where the young person is dual-registered with a mainstream school, Music Stuff and MSPRU will contribute to the process of statutory assessment.

This process is outlined in more detail in the next section of the School Report and follows national guidance:

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

**3. What is the process for requesting a Statutory Assessment [EHC Needs**

**Assessment]?**

At any point in a young person’s educational career, a request can be made that the Local Authority carries out a statutory assessment [EHC Needs Assessment]. This is a legal process with clear protocol and a set time frame to follow.

A decision to apply for a statutory assessment [EHC Needs Assessment] is most commonly made, and is best made, as a collective decision involving the agreement of parents/ carers, the MSPRU, school, Music Stuff, outside agencies and with the agreement of the young person. Parents/ carers can take this decision themselves but we always encourage communication on such decisions.

Prior to such a decision, a young person will typically have been designated SEN Support and in turn, have been in receipt of a variety of additional help over a period of time. The decision will be made with a view to attaining specialist guidance and funding to enable a more permanent and usually a higher level of further support.

The process of requesting a statutory assessment [EHC Needs Assessment] will follow three stages:

**Stage 1**

Following a decision to request a statutory assessment [EHC Needs Assessment], a range of information is gathered about the young person, including some information about their family background. A specialist assessment from an Educational Psychologist will also be sought if one has not been completed already. An initial meeting will then be held with a view to involved parties agreeing on the general purpose of the application. A written request is then sent to the Local Authority, usually by the MSPRU or the mainstream school with which the young person is dual-registered. When the request for statutory assessment is received by the Statutory Assessment Team, the 20 week timescale for completion begins.

**Stage 2**

After the request has been received by the Local Authority, a panel of SEND professionals will decide within 6 weeks if they think the young person’s needs are at a level that needs a statutory assessment [EHC Needs Assessment]. If this is the case, they will ask parties to contribute to the statutory assessment process, which involves each writing a report outlining the young person’s needs. This process should take a further 10 weeks. If they do not think the young person’s needs warrant a statutory assessment, they will ask the MSPRU/ school to continue with the support at SEN Support.

**Stage 3**

After the reports have all been sent in, the Local Authority [LA] will decide whether

to issue an Education, Health and Care Plan [EHC Plan] to meet the needs described. If an EHC Plan is issued, this will formally provide guidance on future support and any funding arrangements the young person will receive from the Local Authority. A meeting will then be arranged within 15 working days, to agree how the EHC Plan will be implemented. If a decision is made not to issue an EHC Plan, the Local Authority will advise a continuation of SEN Support. This process should take a total of 20 weeks from the stated deadline for the reports, in line with national guidance [https://www.gov.uk/children-with-special-educational-needs/extra-SEN-help].

1. **What support does Music Stuff and the MS PRU offer to young people with additional needs?**

Every young person attending the MSPRU receives an Individual Learning Plan [ILP], reviewed every half-term, outlining personalised areas for development and individual strategies to help remove barriers to learning.

The young person is expected to contribute to this, through the regular recording of their views and through their attendance at review meetings. Likewise, parents/ carers are regularly asked for their views and are expected to attend the review meeting. With those young people who are dual registered, a representative of the school will also attend – usually someone who has worked with the young person. Other agencies working closely with the young person may also be invited to contribute.

Reviews are chaired by the key worker involved with the young person, usually, their 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 or into post-16 provision; other agencies, including, where appropriate, the young person’s key worker and any other outside agencies with close involvement, are invited to ensure the young person’s needs are accommodated.

Music Stuff 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 (usually the allocated Key worker), to help young people express any anxieties or other difficult thoughts/ emotions on arrival at Music Stuff 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 enrich timetables
* Structured small group activities at break and lunch times, 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, by referral, to professionally-trained counsellors and mental health practitioners
* Assessment and application for Access Arrangements relating to examinations and other controlled assessment activities

Music Stuff 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.

When young people are dual registered; the MSPRU will always work together, in close partnership with Music Stuff and the mainstream schools, to ensure the best outcomes for our young people.

As part of our disability discrimination duties Music Stuff and the MSPRU 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.

**5] How does Music Stuff make the curriculum more accessible to young people with additional needs through SEN Support?**

As part of its universal provision, Music Stuff ensures all young people are taught in their core subjects of English, Mathematics, Science and ICT by experienced subject specialist teachers. In addition to this, staff receive regular training around Social, Emotional and Mental Health Needs.

Differentiation takes place within lessons on a day to day basis, to ensure all young people are engaged in learning and their needs are accounted for; including differentiation by resourcing, by task-type, by learning style and by outcome. Decisions around differentiation are informed by observation and baseline/ formative assessment carried out on a student’s arrival, and reviewed regularly during their placement at Music Stuff.

Music Stuff also has a team of experienced teaching assistants and specialist support workers who receive the same training input described above. Music Stuff places an emphasis on teaching assistants developing subject expertise alongside special educational needs expertise and provides CPD and training where necessary to further this.

SEN Support provides extra help and support for young people with additional needs to help them access the curriculum and learning. This is broken down into four distinct areas of need. They are:

1. **Social, Emotional and Mental Health Needs**
   1. **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 information, agreed outcomes and strategies will be shared through the young person’s ILP and reviewed each half-term.
2. **Cognition and Learning Needs**
   1. **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; specialist teaching staff; access to specialists to provide advice and support 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 from Entry Level and AQAs up to GCSE; Application for appropriate exam Access Arrangements. All relevant information, agreed outcomes and strategies will be shared through the young person’s ILP and reviewed each half-term.
3. **Communication and Interaction Needs**
   1. **Support for Communication and Interaction Needs** includes individual support programmes informed by specialist guidance and advice; Assessments to identify 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 information, agreed outcomes and strategies will be shared through the young person’s ILP and reviewed each half-term.
4. **Physical and Medical Needs**
   1. **Support for Physical and Medical Needs** is planned and supported appropriately when needed, informed by specialist guidance and advice.

**6. How does Music Stuff monitor and review progress, outcomes and support arrangements for young people?**

To review the level and nature of need and to plan support around needs, Music Stuff Education and the MS PRU hold regular review meetings for all young people – every young person receives an informal, centre half termly review, and a formal termly review through the ILP 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 or into post-16 provision; other agencies, including, where appropriate, the young person’s key worker and 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, which serves as a working document outlining agreed targets with corresponding strategies to achieve them, agreed success criteria and the intended outcomes once they are met.

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, Music Stuff works to the following principles and processes:

* Targets are drawn from the priority of need, which is identified through the initial referral, the young person’s ILP, baseline assessments and discussions with the young person, parents and carers

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

* Parents, the MS PRU, mainstream schools and outside agencies have access to all baseline assessments, included in the young persons 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 pro-forma

All present at the meeting receive a copy of the reviewed ILP and all relevant documentation for future reference. Any parties invited to the meeting who could not attend are provided with copies.

After an ILP has been reviewed, the document is shared with all staff who work with the young person.

Young people with an Educational Health Care Plan or Statement of Special Educational Needs, they are subject to an Annual Review meeting. The Annual Review will consider the extent to which the young person has achieved the outcomes in the EHC Plan [or Statement of Special Educational Needs], 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 support is necessary

**7. What should parents/ carers do if they have concerns about their child’s special** **educational needs?**

Parents/ carers with any specific concerns about their child that are, or may be related to SEND should, in the first instance, speak to their child’s centre manager, key worker or staff member who knows the child the best who will then contact Jade McCann, our SEND Lead. Mrs. Jade McCann will then consult with the MS PRU SEND team, specifically, Mr. Paul Barker-Mathews, MS PRU Special Educational Needs Coordinator [SENCO].

The SENCO role is to provide input on any issues that are or may be related to SEND, including:

* Attending meetings such as ILP Review Meetings; Annual Reviews of statements and EHC Plans; transfer reviews and any Multi-Agency meetings when issues are related to SEND
* Undertaking specialist assessment ahead of referral
* Liaising with educational psychologists and other professionals/ agencies involved with the young person
* Liaising with families and the local authority with regards to the request for statutory assessment [EHC Needs Assessment]; the maintenance of EHC Plans and the transfer of Statements to EHC Plans
* Communicating with post-16 provision on SEND issues
* Working in partnership with mainstream schools and academies on SEND issues relating to reintegration
* Providing training to staff on SEND issues – including briefing on any new development to arise with a young person

**8. How will the school support young people with special educational needs at key transition points?**

The key transition points for any young person in secondary education are:

* Year 9 to Year 10
* Year 10 and Year 11 towards Post-16 Provision, including education, training and employment

For young people at with an Educational Health Care Plan [EHC Plan] or Statement of Special Educational Needs, the Annual Review will also include a Transition Review at these stages to plan for Post-16 options and independent living.

Music Stuff and the MS PRU, working with young people and their parents/carers, always seeks to pre-empt anxiety and any other difficulties around any of these transitions. Music Stuff works on a case-by-case basis using strategies such as:

* Personalised transition plans that take into account individual needs
* A personalised plan for reintegration into mainstream/post 16 settings, including supported visits and enhanced transition plans

All of our young people have access to high-quality careers Advice Guidance, to ensure they are working towards aspirational, realistic and sustainable study and employment goals.

**9. What opportunities do parents/ carers have for expressing their views?**

As mentioned above, there are a number of opportunities for parents/ carers to express their views formally. Primarily, this opportunity is provided through our ILP Review Meetings; the first held within six weeks of a young person being admitted to the MSPRU and then, each half-term. For young people with an EHC Plan, one of these reviews is designated an Annual Review.

We encourage parents/ carers to maintain regular contact and to work with us to pre-empt concerns and problems becoming worse.

Parents/ carers can also arrange, by request, a meeting with a member of the senior leadership team to express their views. Music Stuff aims, as much as possible, to hold a meeting within five working days of such a request being made.

Music Stuff has a complaints procedure. This begins with telephone or written contact with the Head of Centre your child attends or the MS PRU Pastoral Support Officer. Following this, if you feel dissatisfied with the outcome of discussions with the Head of Centre or Pastoral Support Officer, please ask for an appointment to meet with the Headteacher or a member of the leadership team, a Deputy Headteacher or Assistant Headteacher.

If you feel that the issue you have raised has not been resolved through the informal process and you wish to pursue it further you may raise it through the formal procedure. To do this you must write a formal letter of complaint to the Headteacher.

If you believe that Music Stuff has not properly followed its complaints procedure or has not acted fairly or reasonably in responding to your complaint you may refer the matter to the local authority. The local authority has no legal right or duty to deal with most complaints about schools but will provide advice to the parent/carer and the Management Committee of Manchester Secondary PRU in the event that a complaint which has been considered under the formal procedure remains unresolved or if the complaint is specifically about the Headteacher.

Our Complaints Policy is available on our website.

**10] Where can parents/ carers gain further advice and support?**

Music Stuff and The Manchester Secondary PRU works in partnership with Manchester schools and academies; the Information, Advice and Support [IAS] service, Manchester and Manchester’s Statutory Assessment Team.

For independent SEND advice and guidance, please see:

[**http://www.manchester.gov.uk/info/500132/special\_educational\_needs**](http://www.manchester.gov.uk/info/500132/special_educational_needs)

Where parents and carers can access:

1. Information for parents or carers of children with Special Educational Needs

[SEN]

2. Information, Advice and Support [IAS] Manchester

3. Manchester's Local Offer for Children and Young People with SEN and disabilities

4. Travel assistance for young people with statements of special educational needs.