

**MSPRU:**

**SEND TEAM**

**SUPPORT – THE**

**OFFER & PROCESS**

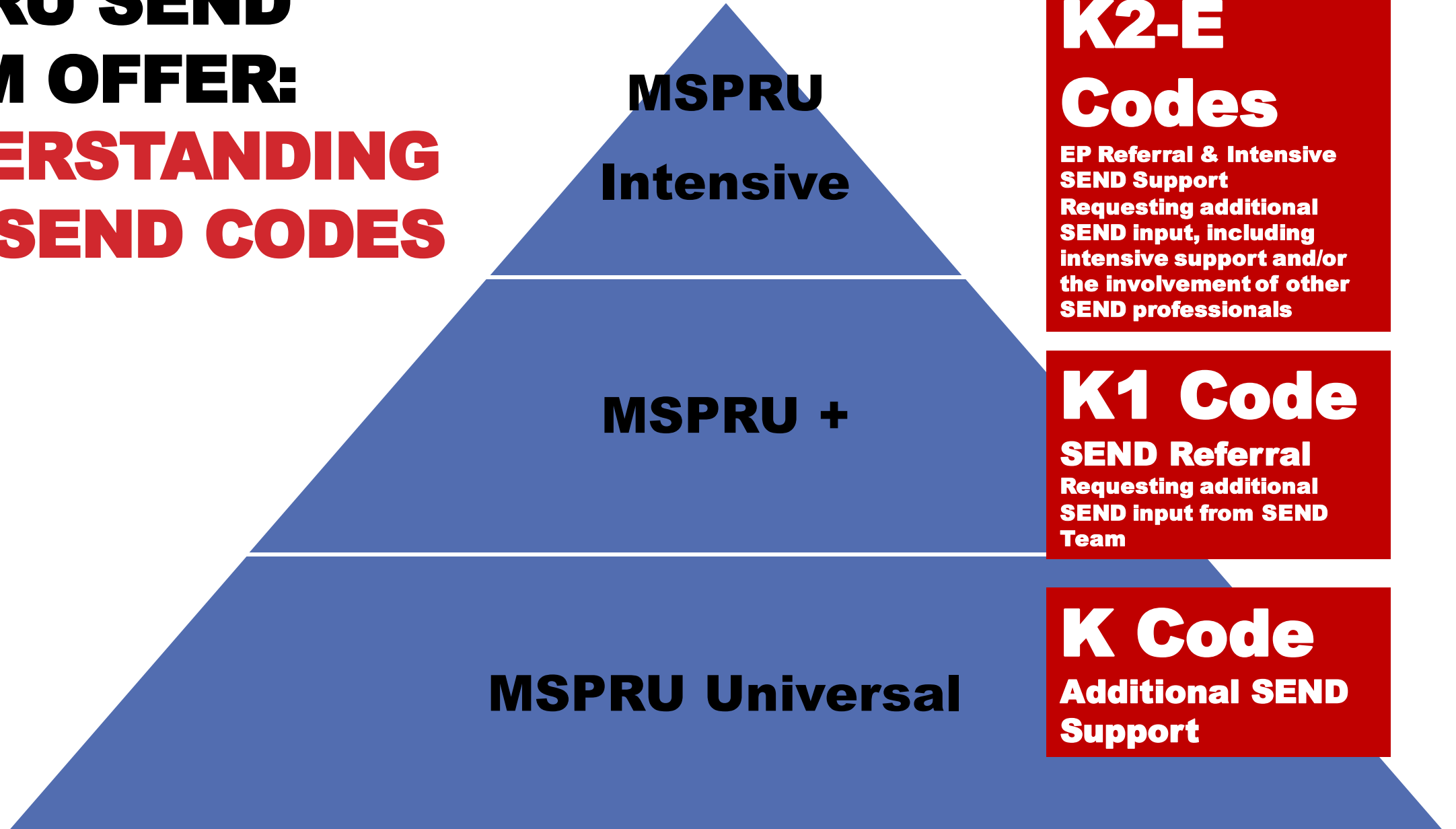
**MSPRU SEND TEAM: 2018-2019**

# **THE MSPRU SEND TEAM OFFER:**

**TO PROVIDE A MSPRU SEND OFFER OF GUIDANCE, TRAINING AND SUPPORT THAT ALL CENTRES AND STAFF CAN ACCESS**

- 1. To support staff across the MSPRU and APs to identify underlying SEND needs and to work together to help meet those needs.**
- 2. To provide a MSPRU SEND offer of guidance, training and resourcing that all centres and staff can access.**
- 3. To implement a graduated approach to SEND intervention that follows the ASSESS, PLAN, DO, REVIEW cycle and uses evidence-based interventions.**
- 4. To operate a triage system of SEND intervention based on need and informed by staff SEND referral and SEND panel recommendation.**

# **MSPRU SEND TEAM OFFER: UNDERSTANDING THE SEND CODES**



## **SEND Team Codes**

### **K2-E Codes**

**EP Referral & Intensive  
SEND Support**  
Requesting additional  
SEND input, including  
intensive support and/or  
the involvement of other  
SEND professionals

### **K1 Code**

**SEND Referral**  
Requesting additional  
SEND input from SEND  
Team

### **K Code**

**Additional SEND  
Support**

# **UNDERSTANDING SEND CODES – 1. K CODE**

## **ADDITIONAL SEND SUPPORT**

**MSPRU Universal – K Code** All young people, on referral to the MSPRU are placed on the SEND Register as having additional SEND needs due to their Social, Emotional and Mental Health Needs. **This is recorded on SIMS as K – Additional SEND Support.**

The **MSPRU SEND Team** Offer sits within the MSPRU Universal Offer, which includes 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 in a small group setting with high staff to young person ratio
- Specialist staff, consisting of subject specialist teachers, qualified youth workers, support staff and teaching assistants
- Teachers provide highly differentiated resources and activities to engage the young people and raise confidence, self-esteem and academic achievement
- Personal support and development programmes, including PSHE and social and emotional aspects of learning
- Additional elements of the curriculum, including outdoor pursuits and creative projects and enrichment activities
- Individual learning plans for every young person
- Regular mentor support and half-termly review sessions and regular parental contact regarding engagement, progress and achievement

# **UNDERSTANDING SEND CODES – 2. K1 CODE**

## **SEND REFERRAL**

**SEND Referral – K1 Code** When centre and teaching staff have SEND concerns they can refer their concerns to the SEND team.

**Every SEND Referral is recorded on SIMS as K1 – SEND Referral.**

After the **SEND Referral** is received, a **SEND Drop-in** is arranged to explore additional needs and barriers to progress with teachers and centre staff.

The aim of the **SEND Drop-in** is to identify what is working well and what needs to improve; to review the SEND Chronology and any prior interventions.

The SEND Lead will arrange a Learner observation and/or SEND assessment if required.

At the **SEND Drop-in**, intervention strategies will be developed and agreed with progress monitored over the agreed timescale by the SEND Lead.

This intervention; staff-led and supported by the SEND Team is considered to be **MSPRU+** in addition to the universal offer.

# **UNDERSTANDING SEND CODES – 3. K2 CODE**

## **EP REFERRAL**

### **EP Referral – K2 Code**

Following the cycle of Plan-Do-Review, if further SEND intervention or specialist assessment/ input is needed; the SEND Team will make the appropriate referral for Educational Psychologist assessment.

**EP Referral is recorded on SIMS as K2 – EP Referral.**

Following publication of the EP Report, the SEND team develop a **Plan-Do-Review** document to track and monitor progress to outcomes and an **Additional SEND Support Plan** for centre and teaching staff.

When a **Request for Statutory Assessment** is being considered, the SEND Team bring together appropriate staff and professionals to support the young person as a **Team Around the Child** [including parents/ carers] who meet to review progress, to identify what is working or not working and to agree future outcomes and actions.

# **UNDERSTANDING SEND CODES – 4. K3 CODE**

## **REQUEST STATUTORY ASSESSMENT**

### **Request for Statutory Assessment – K3 Code**

If the **Team Around the Child** agree the need for Statutory Assessment, the SEND team will work with staff, the referring school [if dual-registered] and professionals to prepare the request for Statutory Assessment.

When the request is submitted, **it is recorded on SIMS as K3 – Request for Statutory Assessment.**

# **UNDERSTANDING SEND CODES – 5. K4**

## **DRAFT EDUCATION, HEALTH & CARE PLAN**

### **Draft EHC Plan – K4 Code**

After providing any relevant updates to the LA SEN Team, a Draft EHC Plan is issued and **it is recorded as K4 – Draft EHCP on SIMS.**

The agreed outcomes from the Draft inform a new cycle of Plan-Do-Review and progress continues to be reviewed through the **Team Around the Child** meetings.



# **UNDERSTANDING SEND CODES – 6. E CODE**

## **AGREED FINAL EHC PLAN**

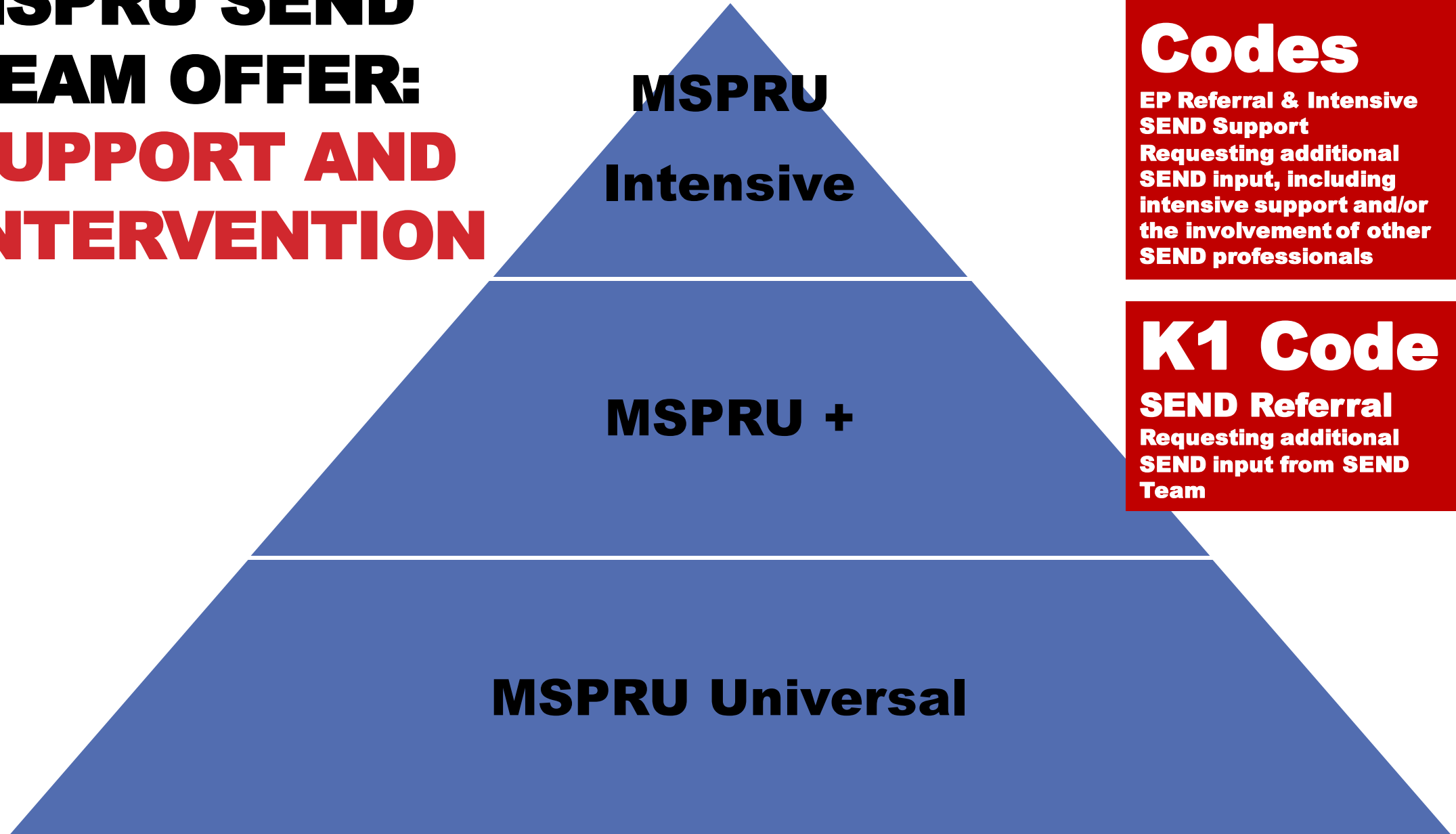
### **Agreed EHC Plan – E Code**

When the agreed EHC Plan is published, **it is recorded on SIMS as E – Agreed EHCP.**

If a return to mainstream or transition to specialist provision is the agreed outcome, the SEND team work with the relevant staff and the young person to develop a transition plan.

If the young person is remaining with MSPRU, the SEND Team will maintain the EHC Plan through Plan-Do-Review cycles and reviews, alongside **Team Around the Child** meetings.

**MSPRU SEND  
TEAM OFFER:  
SUPPORT AND  
INTERVENTION**



**MSPRU  
Intensive**

**MSPRU +**

**MSPRU Universal**

**K2-E  
Codes**

**EP Referral & Intensive  
SEND Support  
Requesting additional  
SEND input, including  
intensive support and/or  
the involvement of other  
SEND professionals**

**K1 Code**

**SEND Referral  
Requesting additional  
SEND input from SEND  
Team**

**MSPRU SEND Team Intervention  
Support: A Graduated Approach**

Delivered by SEND Team

**MSPRU Intensive**

1:1; Evidence-based interventions that are – Needs-led; Highly structured; Time-limited; Measures small steps; Designed to boost progress

**Intensive SEND Support:**

*Intervention delivered by SEND Team or Specialist*  
Targeted Evidence-based Intervention  
Programmes using a precision teaching/  
Monitoring approach

1. 1:1 Precision Intervention [Literacy & Numeracy]
2. 1:1/Small Group Intervention
  - a) SpLD Intervention
  - b) SLCN Intervention: Social Stories; Comic Strip Conversations; Vocabulary Maps
  - c) Personalised individual SEMH Interventions

**MSPRU SEND Team  
Intervention Support:  
A Graduated Approach**

Focus on Needs-led Interventions;  
Informed by assessment

Supported by SEND Team

**MSPRU +**

Additional, Evidence-based intervention – 1:1 or small group; Specific; Measurable; Time-limited

**Additional SEND Support, accessed through SEND Referral:**

*Intervention delivered by Centre Staff; monitored by SEND Team*

1. Alpha To Omega – Phonics/ Word level/ Sentence level
2. SNIP Literacy Programme – Word Fluency; Reading & Spelling
3. Reading Catch-up Programme – “Rapid Plus”, “Dockside”
4. Handwriting/Motor Skills Programme
5. SEMH – Managing Emotions programme
6. SLCN – Support and Resources: Social Stories; Comic Strip Conversations; Vocabulary Maps; Blank Levels & One/ Two step instructions

Focus on Catch-Up; Time-limited/  
Evidence-based interventions

Delivery by Centre Staff

Resourced by SEND Team

**MSPRU Universal**

Every child, every day – Little and often

**Universal SEND Support Offer:**

*Supporting Literacy & Numeracy development in*

1. Word Mat, Word Wall, SPaG, VCOP Resources to support all learners in the classroom
2. Literacy Skill builders Resources
3. Differentiated Literacy & Numeracy resources for learners at all levels

*Supporting Inclusive Practice*

1. SEND CPD to support high-incidence SEND across MSPRU:
  - a) Every Teacher is a Teacher of SEND
  - b) Developing Inclusive Classrooms/Removing Barriers
  - c) Understanding High-Incidence SEND
  - d) Working with Additional Adults in the Classroom

Focus on Skills Development;  
Differentiation & Inclusion

Delivery by Centre Staff

## **MSPRU Universal SEND Support:**

### **1. Each centre gets a half termly SEND cohort review with the SEND Lead**

- Data sharing of SEND files & SEND chronology
- Initial cohort observation
- Intervention planning and resourcing

### **2. Ongoing Casework – tracking and monitoring the SEND cohort**

- Maintaining existing EHC plans
- Developing plans for requests submitted prior to placement
- Ongoing statutory assessment for young people with an EP Report [K2]

### **3. Staff CPD and Inset in line with identified high-incidence SEND needs across MSPRU**

- Staff training and support around key legislation and processes
- Staff training and support to develop understanding around key aspects of SEND
- Staff training and support with toolkits and resources to develop inclusive classrooms and to support effective differentiation

## **MSPRU+ Additional SEND Support, accessed through SEND Referral:**

- 1. Send Referral** – Centre staff and teachers and request additional SEND Team support by completing a SEND Referral. The referral can be about any concerns around:
  - An individual learner's needs
  - A specific SEND cohort in a centre
  - An identified staff CPD need
  - Specific SEND support and/ or resourcing
- 2. SEND Drop-in** – After receiving a SEND Referral, the relevant SEND Lead will convene a SEND Drop-in to discuss the concern raised:
  - A record of the Drop-in meeting will be made to record the discussion; to review any prior intervention and to agree and develop shared strategies and approaches to move forward
  - Any learner observation will be agreed and calendared with staff feedback
  - Any SEND Baseline assessment will be completed and reported back to staff
  - A SEND Support plan will be developed with staff to support the young person in class; the plan will be reviewed through the regular Cohort Review
- 3. Supporting Centre-led Intervention** – Any agreed additional staff support coming from SEND Drop-in meetings will be agreed and calendared, including:
  - Staff CPD and training
  - SEND Toolkit resources and support for centre staff intervention planning and delivery and for classroom support/ differentiation

## **MSPRU Intensive SEND Support, accessed through SEND Referral:**

### **1. Requesting Statutory Assessment and Maintaining Education, Health & Care Plans**

- Developing plans for requests for Statutory Assessment submitted to the LA SEND Team prior to current placement
- Leading the Statutory Assessment for young people with an in-date EP Report [K2]
- Developing new Requests for Statutory Assessment for submission to the LA SEND Team
- Working with teachers, centre staff, professionals, families and young people to lead and coordinate the Assess-Plan-Do-Review process and the regular Team Around the Child meetings
- Providing Education Advice and updates for the LA SEND Team
- Maintaining and Reviewing existing Education, Health & Care Plans
- Transition planning for young people with an EHCP

### **2. Ongoing Casework – Leading high-needs SEND intervention**

- Specific teaching input to support high-needs SEND cohorts across centres through whole staff CPD, individual staff training and toolkits, resources and strategies
- Specific teaching input to support individual learners with identified/recognised high levels of specific SEND need
- Specific SEND support including SpLD assessment, Exam Access Arrangements, and personalised intervention programme planning and delivery
- Creating, monitoring and evaluating SEND Support Plans for young people with EHC Plans

# SEND REFERRAL / SEND DROP-IN:

HOW TO ACCESS ADDITIONAL MSPRU  
SEND TEAM SUPPORT

**SEND Referral Form**

Please complete this form to help me to prepare the relevant referral as SENCO. Fill in the sections that apply to you and your concerns with as much detail as you feel appropriate.

Form: \_\_\_\_\_  
Year: \_\_\_\_\_

Student causing concern: \_\_\_\_\_  
Current SEN Status: \_\_\_\_\_  
Never SEN (N) / Concern (C) / SEN Support (K) / Statement or EHC Plan Referral to move Student to Stage: C-Code (Concern) / K-Code (Add. SEN Support) / Statutory Assessment

Staff name (person with concern/issue): \_\_\_\_\_  
Centre / Setting: \_\_\_\_\_  
Date: \_\_\_\_\_

**Current Situation:**

What are your concerns, please be as specific as possible.

1. What do you want from this referral? (Tick more than one if required)

- a) Referral to SEND Stage
- b) Assessment for specific need
- c) Referral for Wave 3 Resources and/or input
- d) Support to develop intervention strategies
- e) Support to develop differentiation strategies
- f) Support to think through my worries about the concern
- g) Support to increase my confidence in managing the situation
- h) Other (please specify)
- i) Other (please specify)

2. On a scale of 1 to 5 how empowered do you currently feel about improving the situation?

1	2	3	4	5
Not at all				Completely

**Presenting Behaviours:**  
Describe any specific behaviours the student presents that are causing concern. Include behaviour, timescale, frequency, consequences. Be as specific as possible. Are there any triggers and/or patterns to the behaviours that you have noticed? Include behaviour logs.

**Barriers to making progress:**  
Describe any barriers to the student making adequate progress. These could be academic, behavioural, cognitive or developmental. Be as specific as possible. Include current assessment data.

**Strategies used:**  
Describe any strategies that have been tried in order to change the situation, including whole school, class and individual approaches. What effects have been noted? Be as specific as possible. Include any IEP/ALP and relevant SEN documentation.

**Desired Situation:**  
How would you like things to change?  
Describe what the situation will be like when things are better than they are now.  
How will you know that your plan has been successful?

# **SEND REFERRAL / SEND DROP-IN**

## **ACCESS TO THE MSPRU SEND TEAM**

**Centre staff and teaching staff will be able to access guidance and support from the SEND team in **TWO** main ways:**

**1. SEND Referral:** whereby centre staff and teaching staff can flag up concerns regarding SEND needs and concerns.

**2. SEND Drop-In:** around an individual young person or for guidance and support in working with high-incidence SEND – in centres or to support within a curriculum area.



# SEND REFERRAL

## ACCESS TO THE SEND TEAM

**Stage One:** Staff complete a SEND Referral form, outlining concerns; the current picture of need and the actions/ interventions completed prior to referral.

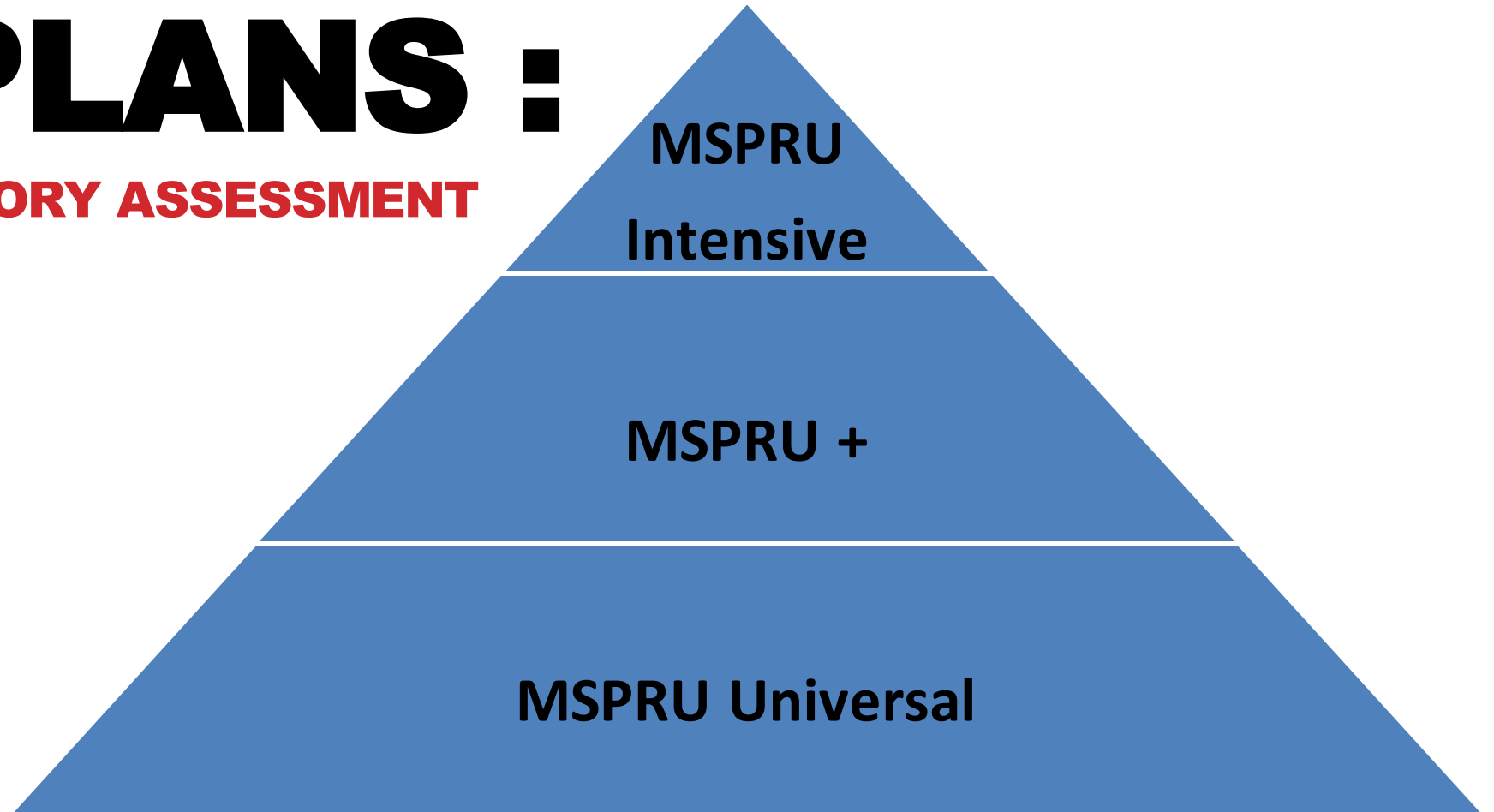
**Stage Two:** SEND Team prioritises referrals. Referrals will be RAG rated according to need, using a triage system based on the information provided at referral.

**Stage Three:** The SEND Team will open, monitor and review cases; agree actions/ interventions with relevant staff and coordinate any SEND Drop-ins; learner observation and/or assessments; SEND intervention planning and resourcing; plan, deliver and resource staff CPD sessions.

**Stage Four:** The appropriate SEND lead will work with staff to plan, deliver and monitor progress of the agreed intervention. *[Assess, Plan, Do, Review]*

# EDUCATION, HEALTH & CARE PLANS :

**REQUESTING STATUTORY ASSESSMENT**



# **EDUCATION, HEALTH & CARE PLANS:**

## **REQUESTING STATUTORY ASSESSMENT**

- Requesting a Statutory Assessment is a 26 week process and is appropriate for young people meeting the threshold of need identified in Manchester's Matching Provision To Need Toolkit.
- **Many of our young people could be considered to be already meeting the threshold due to their Social, Emotional and Mental Health needs.**
- Many of our young people also present with significant, underlying Cognition and Learning needs [e.g. MLD, SLD, SpLD] or Communication and Interaction needs [including young people with ASD, or on the spectrum].
- **The Statutory Assessment process follows the Assess, Plan, Do, Review model and each request for assessment has to clearly indicate what prior interventions have taken place and what the outcomes were.**

# **EDUCATION, HEALTH & CARE PLANS : EHC PLAN – THE PROCESS**

In preparation for a Statutory Assessment, the following documents required from education are **mandatory**:

**1a)** Clear evidence of **cycles of the assess – plan – do – review** process undertaken in the educational setting involving the family, school and multi-agency services, including an EP's input.

**1b)** The provision maps for each of the **plan – do – review** cycles, showing the additional interventions the young person has/is receiving and for how long they have been provided, clearly demonstrating the effective use of additional support.

**1c)** Evidence of the SEN support /team around the child meeting held immediately prior to the application. This must include:

- **Confirmation that it is agreed an application for statutory assessment is the appropriate action**
- **The outcomes the child/young person could achieve with further additional support over the next key stage and on into independent living**

**1d)** All current supporting reports from those educational services involved e.g. an Educational Psychologist /Behavioural Specialist /Sensory support teacher

**1e)** Education advice form on headed paper and signed. This must include the involvement of other agencies and professionals and clearly indicate progress against targets and desired outcomes.

**1f)** Attendance record for the last 12 months or since they started in the setting if less than 12 months.

# EDUCATION, HEALTH & CARE PLANS : EHC PLAN – THE PAPERWORK



## EDUCATION HEALTH AND CARE PLAN Request for Statutory Assessment

This form must be used to request statutory assessment of special educational needs. Please refer to the Matching Provision to Need Tool document for guidance about level of need. Information contained in this request will be used by the SEN Panel to decide if statutory assessment is required.

Child's/YP's Name

Date of Birth  National Curriculum Year

Address

Address and contact details of Parent(s) /Carer(s) who have parental responsibility (if different from above)

Name & address of Current School/ College/Setting

Name & contact details of named member of staff completing this application

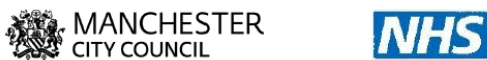
Telephone no  Email

Is the Child/YP dual registered with the PRU? YES or No (Please circle as appropriate)

Is the Child/YP Looked after? YES or No (Please circle as appropriate)

If LAC please state if they are in care to Manchester or another LA. Where the child or young person is LAC please provide the name and contact details of worker in part 2

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**Additional Supporting Information** – the following must be provided and appended to this form. If mandatory information is missing the request will be returned to the setting for further attention.

Please ensure all supporting information attached to this request is labelled up in accordance with the numbered categories below.

### Part 1 Education (Mandatory)

1a  Clear evidence of two cycles of the plan – do - review process undertaken in the educational setting involving the family and multi-agency services e.g. Educational Psychologist, Social worker, Speech and Language therapist. (Where at least 3 SEN support /TAC meeting have taken place 1b and 1c may not be necessary if all elements have been covered).

1b  The provision maps for each of the plan do review cycles, showing the additional interventions the child/young person has/is receiving and for how long they have been provided, clearly demonstrating the effective use of additional support

1c  Evidence of the SEN support /team around the child meeting held immediately prior to this application. This must include:

- Who attended and their role in the meeting
- Confirmation that it is agreed an application for statutory assessment is the appropriate action
- The outcomes the child/young person could achieve with further additional support over the next key stage

1d  All current supporting reports from those educational services involved e.g. an Educational Psychologist /Behavioural Specialist /Sensory support teacher

1e  Education advice form on headed paper and signed. This must include the involvement of other agencies and professionals and clearly indicate progress against target and desired outcomes.

1f  Attendance record for the last 12 months or since they started in the setting if less than 12 months

### Part 2 Care (where appropriate)

Name and contact details of the social worker /adult care manager involved in this case:

2a. is there a child protection plan? Yes  or No

2b.  the latest care plans for LAC

2c.  Confirmation as to who has parental responsibility for the child/Young Person

2d.  Details of any Short Breaks support the child/family are accessing

**Views of the Child/Young Person**

Guidelines of what to include on this form:

This form is completed by the child/young person however they may need help if help is provided in the way of a scribe a scribe should be completed in the words of the child/young person and any changes made by the person scribbling to make clear.

- If support is provided by the way of a scribe a scribe should be completed in the words of the child/young person and any changes made by the person scribbling to make clear.
- Any enhanced measures should be clearly indicated.
- For children who are non-verbal or have limited communication skills and understanding they will need support to record their views which may be interpreted by the person providing the support to obtain the views of the child/young person and avoid recording to reflect on the form.

CHILD/YOUNG PERSON	
Last name:	Other names:
Home address:	Date of birth:
Gender:	Home language:
Religion:	NHS/N number:
Ethnicity:	Other names:
PARENT/CARER OR PERSON RESPONSIBLE	
Last name:	Relationship to child:
Home address:	
(if different to above)	



### SEN Support /Team around the Child Meeting

Section 1: Child and Young Persons Details Date of Meeting

Child/Young Person's Name:	Date of Birth:
Current Education Setting:	NC Year:
Gender:	UPN Number:
Child/Young person's First Language:	Ethnicity:
Was an interpreter required for this meeting?	Yes <input type="checkbox"/> No <input type="checkbox"/>

Briefly outline the reasons for this meeting (in not more than 500 words)

Please list all persons invited to this meeting. (This should include parents/carer/Young Person and any relevant professionals currently involved with the Child/YP)

Name	Role	Attended (Y/N)	Written report provided (Y/N)	If they did not attend and did not submit a written report please state the reason why

**All About Me**

Things I am good at (strengths)	Things I find difficult
Things I like	Things I dislike
How best to support me	Who is important to me and how they help me
My aspirations/hopes: what I would like for my future (work, life and community).	
How I communicate and make decisions (Please attach a communications plan/passport as an appendix if you prefer)	
Written by:	Date:
If not written by the child/young Person, please state your role or relationship to them.	
Please provide details of the support provided to the child/young person to complete this form:	
Is the information recorded in the child/young person's own words?	Yes <input type="checkbox"/> No <input type="checkbox"/>

Child/Young Persons Views V.3 Nov 15 Page 2 of 2

### Desired Outcomes for the Child/Young Person

The outcomes should describe the specific things the child/young person will gain or develop to help them work towards their aspirations. They should be written as a statement of what the child/young person will gain/able to do at the point of achievement. The 'how will we know it has been achieved?' column should paint a clear picture, through a series of smaller measurable steps, what achieving this outcome will look like for the individual (these smaller steps may be education, health or social care related).

Outcomes	Actions required?	Who will help?	By when?	How will we know when it's achieved?

Any other actions required		
What	By Whom	By When

Notes completed by:

Name:  Signature:

Designation:  Date:

Date of next review meeting:

This form must be included as part 1.c of any request for Statutory Assessment



### Views of the Parent/Carer

For use with a new request for Statutory Assessment of Special Educational Needs or as part of a transfer of a Statement over to an Education Health and Care Plan.

#### Guidelines as to what to include in each section of this form

This is your opportunity to inform those supporting your child and the Local Authority of your views about your child/young person. You should be happy to share information you put on this form with those who will be supporting your child and comments made will form part of an agreed Education Health and Care (EHC) Plan if one is produced for your child.

Things you should consider:-

- Likes/dislikes/needs in relation to play or community activities, health, schooling, independence, friendships and interactions with peers, further education and future plans including employment (where appropriate).
- Details about the child or young person's aspirations and goals for the future (but not details of outcomes to be achieved)
  - When deciding on aspirations, consideration should be given to the child or young person's long term aspirations for paid employment, independent living and community participation
- The child/young person's family history that is relevant to their special educational needs.
- A summary of how to communicate with your child or young person and engage them in decision-making.

If assistance has been provided to help the parent/carer complete this form please indicate who has helped and how at the end of the form. The views recorded on the form should be those of the parent/carer and not the views of the person supporting them.

DETAILS OF PARENT/CARER			
Last Name:	Other names:		
Home Address:			
Email Address:			
Telephone No:	Home Language:		
Relationship to child:	Interpreter Required?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

### Parent/Carer Views About my child

Child's Name:	Child's D.O.B
Things my child is good at (strengths)	Things my child finds difficult
Things my child likes	Things my child dislikes
How best to support my child	
A summary of our family history - that we think is relevant and would like to share	
My aspirations for my child	
How my child communicates and makes decisions	
Please indicate your preference of educational setting/nursery/school /college:	

(Please continue on another sheet if needed)

Form Completed By:	Date:
Relationship to Child/Young Person:	
If you assisted the parent/carer to complete this form please provide details of support provided (e.g. scribed for parents):	

# **EDUCATION, HEALTH & CARE PLAN FUNDING**

**Additional EHCP funding, once it is agreed with the LA through the final plan, is reclaimed by MSPRU and, depending on the circumstances, contributes to the support provided by MSPRU for the young person.**

**All Educational Psychologist commissioning and Statutory Assessment work is undertaken by MSPRU.**

**Depending on the outcomes of the plan, MSPRU will support the transition to mainstream or specialist placement and then the funding will transfer to the young person's long term placement; or, the additional funding will contribute to MSPRU costs in maintaining the young person's EHCP plan and, in many cases, MSPRU will double-fund the placement for the young person [e.g. if there are 20 places in centre; MSPRU will only place 19 young people there but fund for 20 places].**

# **MSPRU:**

# **SEND TEAM SUPPORT – THE OFFER & PROCESS**

**FOR FURTHER INFORMATION, CONTACT:**

**PAUL BARKER-MATHEWS, SENCO**

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