

Special Educational Needs and Disability Policy 2019

At IncludEd, special educational needs is very important. As we are a pupil referral unit, pupils who come to us generally need more support than the mainstream school can offer. Whilst at IncludEd, pupils have the opportunity of a fresh start with a favourable ratio of staff to pupils and small classes where pupils can feel safe and reflect on their behaviour and learning.

We aim, especially with our KS3 pupils to assist them to be 'school ready' and have the skills and confidence they need to perhaps return to their previous school or go to another. If we find this is not an appropriate pathway, then further assessment may be appropriate so pupils can be placed in a school appropriate for their needs. We appreciate our pupils generally come to us in a time of crisis and need time to settle and trust adults in order to move on. They may have missed a substantial amount of education because of their difficulties before coming to us.

Our vision statement is: 'Building Bridges' and at IncludEd we liaise with the Manchester Secondary Pru, schools, parents and outside agencies to best meet the needs of our pupils. Every member of staff at IncludEd understands they have responsibilities to teach every pupil, including those with special educational needs.

Aim: At IncludEd we aim to raise the aspirations and expectations of all pupils with special educational needs.

Objectives: At IncludEd we have pupils referred to us who may already have identified special educational needs. We use the assessments already in place to provide for these pupils and monitor progress.

For other pupils we identify needs and involve other agencies to assist as deemed necessary.

We work very closely with parents/carers and they are invited to meetings as well as contacted informally by MSPRU's SEND Team or Pastoral Workers as we appreciate how stressful the process can be for families.

We work within the SEND Code of Practice 2015 and staff at IncludEd appreciate the implications of this. All staff have access to SEN documentation and use this information to inform planning for a fully differentiated curriculum.

We follow Manchester Secondary PRU's SEND Policy guidelines, please see below for a more detailed overview.

MANCHESTER SECONDARY PRU

Special Educational Needs and Disabilities [SEND] Policy

Draft 1.7 December 2015



Manchester Secondary PRU

Special Educational Needs and Disabilities Policy

I] Overview

This policy should be read in conjunction with MSPRU's School Report for children with Special Educational Needs and Disabilities [SEND] [Draft, October 2015]

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

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

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*

II] Specialist Support at the MSPRU

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

- An assistant head teacher with overview of SEND across the MSPRU
- Qualified Special Education Needs Coordinator
- A senior teacher with SEND responsibility
- A specialist teacher of SEND
- Specialist staff in centres

Staff with responsibility for SEND across the MSPRU will:

- Attend 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
- Undertake specialist assessment ahead of referral
- Liaise with educational psychologists and other professionals/ agencies involved with the young person
- Liaise 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
- Communicate with post-16 provision on SEND issues
- Work in partnership with mainstream schools and academies on SEND issues relating to reintegration
- Provide training to MSPRU staff on SEND issues – including briefing on any new development to arise with a young person

III] Definitions of Provision to Meet Special Educational Needs within the MSPRU

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

1. MSPRU 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, qualified youth workers, 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
- Personal transition plans for every young person

2. MSPRU+ 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 providing advice and support to help identify underlying needs and to provide teams across the MSPRU with support and strategies to inform and implement programmes of intervention

- 3. MSPRU 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.

Young people with a Statement of Special Educational Needs are also designated at this stage, with a Local Authority schedule and process in place to transfer each of them to an Education Health Care Plan [EHC Plan] before April 2018.

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, 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]

A young person entered into the 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.

IV] Identification of Need

Having been initially referred to the MSPRU and, in turn, allocated a placement at the MSPRU, 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 MSPRU's 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.

SEN 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 the MSPRU and Appendix 4: Types of Special Educational Need]

Statutory Assessment [EHC Needs Assessment]

Although the MSPRU is not a designated specialist provision 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], the MSPRU will look to initiate statutory assessment [EHC Needs Assessment] – or, where the young person is dual-registered with a mainstream school, the MSPRU will contribute to the process of statutory assessment [EHC Needs Assessment].

This process is outlined in more detail within our School Report for children with Special Educational Needs and/ or Disabilities [SEND] [Draft, October 2015] and follows national guidance:

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

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

Meeting the Needs of Gifted and Talented Learners

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

1. Provision for Gifted and Talented young people is a whole school issue for the MSPRU
2. Inclusion means recognising the rights of able and talented young people
3. Differentiation 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 'social-emotional' readiness], gifted and talented learners attending the MSPRU 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 the MSPRU'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].

V] Planning and Reviewing Support Arrangements

To review the level and nature of need and to plan support around needs, the MSPRU 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 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, the MSPRU 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, the MSPRU works to the following principles and processes:

- Parents, mainstream school and outside agencies have access to all baseline assessments, included in 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 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.

VI] The Role of Outside Agencies

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

With a view to this, the MSPRU follows a three-pronged approach:

- **Communication** – ensuring information is shared promptly, appropriately and through traceable processes
- **Collaboration** – ensuring all parties involved in a young person’s wellbeing are brought together on a regular basis to agree priorities
- **Clarification** – ensuring roles and responsibilities, ‘what is to be done’, are clearly distributed according to expertise and resources available with stated agreements on time frame and accountability.

VII] 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/ carers gained at review meetings etc.
- 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 the MSPRU and from outside agencies involved with the young people

MSPRU

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Appendix 1: An Outline of SEN Support at the MSPRU:

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

Support for Social, Emotional and Mental Health Needs begins with the provision of a smaller overall setting, higher staff to 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: A young person working at more than 2 national curriculum levels below what would be expected of their age: At KS3, a young person would be working below Level 3 and would not make 2 levels of progress through the key stage, at KS4, a young person would be working at entry levels 2 and 3; Areas of difficulty may be general or specific but will be a significant barrier to curriculum access; A young person with significant difficulties concentrating for the same length of time as peers, without additional support or regular breaks; Special consideration for exams will be needed. Information, agreed outcomes and strategies will be shared through the young person's ILP.

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 and BTEC Level 1 and 2 Qualifications; 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: 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 may have access to specialist assessment and advice from specialist services such as SALT, specialist outreach or an Educational Psychologist to inform programmes and activities to develop the young person's social skills.

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: 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 and/ or learn and who requires regular additional supervision, support and specialist equipment. The young person will need regular access to specific specialist advice. Special consideration for exams could be needed.

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

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.

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

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

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

- Risk assessment, using referral information and professional observation
- Baseline testing; conducted within the first six weeks of a young person attending 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 term
- On-going professional observation, shared daily, during briefings and weekly, at team meetings that take into account presentation within the MSPRU, feedback from

parents/ carers and any feedback from other placements such as a young person's mainstream school and/ or vocational placement

The MSPRU places importance on undertaking any considerations in collaboration with the young person themselves, parents/ carers, 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/ Transfer Review meetings and Planning meetings.

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

The Severity of Need:

- Severity may depend on the setting and context in which 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 it is based on standardised tests, rating scales or structured observation which provide evidence
- Attainment scores/ centiles are used as comparisons with other young people

The Complexity of Need:

- Complexity takes account of the number and range of factors, which may contribute to a young person's SEN. It ensures each young person is considered as an individual and as a member of the MSPRU's school community
- The existence of complexities does not necessarily mean that the young person's learning will be affected. Resilience and an ability to cope 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
 - Child protection issues
 - Disability requiring therapy, medical support or specialist equipment/ 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 framework.

Appendix 3: Meeting the Needs of Gifted and Talented Learners

Gifted and Talented Learners are identified through 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
- 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.

The MSPRU 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 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

- The MSPRU will be vigilant for the 'hidden gifted'. Young people's talents and abilities emerge when they are given appropriate opportunities, but at times, learners can be excluded (or effectively exclude themselves) from these opportunities. The MSPRU's gifted and talented population will be broadly representative of the whole school population, in terms of gender, ethnicity and socio-economic background. This means that many of our young people come from groups that have been identified as more at risk of 'slipping through the net', for example young people:
 - From low socio-economic groups
 - From BME groups with a record of underperformance (including Black African, Black Caribbean, Pakistani, Bangladeshi, mixed heritage)
 - Who need support to learn English as an additional language (EAL)
 - Who have special educational needs
 - Who are poor attenders, with low aspirations and/or motivation
 - With medical conditions
 - Who act as carers in the home
 - From families under stress
 - Who are at risk of disaffection and exclusion
 - In public care or who belong to traveller families
 - who have a mismatch between their cognitive ability and their basic skills

The MSPRU 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 Needs

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 normal differentiation 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.

1.3 Severe Learning Difficulty [SLD]

Young people with severe learning difficulties have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have associated difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills. 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. Their 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 stimulation 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 early P scale range [P1-P4] throughout their school careers [that is below level 1 of the National Curriculum].

2. 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 behaviours present a barrier to learning and persist despite the implementation of an effective school behaviour policy and personal/ social curriculum. 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 disorder [ODD]; hyperkinetic disorders including attention deficit disorder or attention deficit hyperactivity disorder [ADD/ ADHD]; and syndromes such as Tourette's, should be recorded as BESD if additional or different educational arrangements are being made to support them.

3. 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.

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

Appendix 5: MSPRU Offer to Young People with Special Educational Needs and/ or Disabilities

| Needs or Disability | Additional SEND Support available within the MSPRU |
|--|--|
| <p>Social, Mental and Emotional Health e.g.</p> <ul style="list-style-type: none"> ▪ Behavioural issues ▪ Social needs ▪ Mental health needs ▪ Emotional Health and Wellbeing | <ul style="list-style-type: none"> ▪ The ethos of the MSPRU values all young people ▪ The MSPRU recognises that challenging behaviour is often a means of communication and MSPRU staff therefore aim to: <ul style="list-style-type: none"> ○ 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 the MSPRU ▪ Staff at the MSPRU use reviews and updated risk assessments to identify where reasonable changes can be made to minimise the need for exclusions ▪ The school provides effective pastoral care for all 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 MSPRU 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 ▪ Outdoor learning and enrichment activities 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 MSPRU for behavioural, emotional and social needs |

| Needs or Disability | Additional SEND Support available within the MSPRU |
|---|--|
| <p>Cognition and Learning Needs e.g.</p> <ul style="list-style-type: none"> ▪ Moderate Learning Difficulties ▪ Specific Learning Difficulties <ul style="list-style-type: none"> ○ e.g. Dyslexia | <ul style="list-style-type: none"> ▪ 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 the MSPRU'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 need[s] ▪ A curriculum differentiated for the needs and abilities of the young person including tailored resources and teaching approaches ▪ Regular evaluation of teaching resources to ensure they are accessible to all young people |

| Needs or Disability | Additional SEND Support available within the MSPRU |
|---|--|
| <p data-bbox="197 398 496 472">Communication and Interaction Needs e.g.</p> <ul style="list-style-type: none"> <li data-bbox="197 510 488 584">▪ Autistic Spectrum Conditions <li data-bbox="197 622 552 696">▪ Speech, Language and Communication Needs <li data-bbox="197 734 547 808">▪ Social Communication difficulties | <ul style="list-style-type: none"> <li data-bbox="595 398 874 427">▪ Visual Timetables <li data-bbox="595 439 1086 468">▪ Areas of low distraction in centres <li data-bbox="595 479 1038 508">▪ Constant support/ supervision <li data-bbox="595 519 1278 548">▪ Social skills programmes and use of social stories <li data-bbox="595 560 1372 620">▪ Programmes to develop strategies for anger management and improving self esteem <li data-bbox="595 631 1372 692">▪ Strategies to reduce anxiety and promote emotional well-being <li data-bbox="595 703 1342 732">▪ Small group settings to improve and consolidate skills <li data-bbox="595 743 1203 772">▪ ICT to support learning, where appropriate <li data-bbox="595 784 1372 844">▪ Strategies/ programmes to support speech and language development <li data-bbox="595 855 1372 916">▪ Where appropriate, use of specialist support and advice to meet the needs of young people <li data-bbox="595 927 1372 1032">▪ Assessment of needs [including specialist assessment, when necessary] and planning for needs with a regular review cycle <li data-bbox="595 1043 1372 1149">▪ Working with young people, parents/ carers and staff to develop and review plans based on individual need[s] <li data-bbox="595 1160 1372 1265">▪ A curriculum differentiated for the needs and abilities of the young person including tailored resources and teaching approaches <li data-bbox="595 1276 1372 1337">▪ Regular evaluation of teaching resources to ensure they are accessible to all young people <li data-bbox="595 1348 1372 1408">▪ Strategies to manage change, including forward planning, visual timetables and social stories <li data-bbox="595 1420 1262 1449">▪ Enhanced, personalised transition programmes |

| Needs or Disability | Additional SEND Support available within the MSPRU |
|---|--|
| <p>Sensory and Physical Needs e.g.</p> <ul style="list-style-type: none"> ▪ Hearing/ Visual impairment ▪ Multi-sensory impairment ▪ Physical and Medical Needs | <ul style="list-style-type: none"> ▪ Support and advice is sought from outside agencies to support young people, where appropriate ▪ ICT used to increase access to the curriculum ▪ Support given to access the curriculum and develop independent learning ▪ Specialist advice and guidance is sought and acted upon to meet the needs of young people who have significant medical needs ▪ Access to Medical interventions ▪ Referral to Occupational Therapy as needed ▪ Staff receive training to ensure they understand the impact of sensory need upon teaching and learning ▪ All staff understand the MSPRU Administration of Medicines / Medical Interventions policy [See Medical Conditions Policy] ▪ The SENCO completes any necessary training in order to offer advice and guidance to staff about the 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 ▪ The PRU 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 the MSPRU

The MSPRU 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 the MSPRU 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

The MSPRU 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 many young people are dual registered, the MSPRU 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 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.