

**includEd Learning**  
Independent Specialist Education Provider



**IncludEd Learning Independent Specialist Alternative Provision  
Special Educational Needs (SEN)  
Information Report October 2024**

**Contacts**

<b>KEY SCHOOL STAFF &amp; ROLES</b>		
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Jehanghir Karim - Chair of Advisory Panel	07956384497
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## The kinds of SEND we provide

IncludEd Learning is an Independent Specialist School for girls. We are an alternative to mainstream education and work with secondary aged young people who have struggled to manage in a mainstream environment and for young people with very high Social Emotional Mental Health (SEMH) needs. IncludEd Learning is a trauma informed school and aims to provide a safe, stimulating and comfortable environment for students to increase their opportunities, as well as exploring new and interesting activities.

We offer a fresh start for all pupils. We aim to provide an environment where all views are valued and where young people feel enabled to make positive choices regarding their learning and their interactions with others.

Our core values of Enjoyment of learning, Progress, Responsibility, Respect and Tolerance are at the heart of what we do, ensuring we promote a nurturing learning community with the welfare of our pupils, staff and community at its centre.

All young people at IncludEd learning are on the SEND register. We support young people across the 4 areas of SEND:

- Cognition and Learning Needs
- Social, Emotional and Mental Health Needs
- Social and Communication Needs
- Health and Sensory needs.

Some of our young people have complex needs. 50% of our cohort have a diagnosis of ASD (Autistic Spectrum Disorder).

Young people with an EHCP (Educational Health Care Plan) are referred to us by the local authority following the advice of all professionals working with the young person. Parents may also request our setting.

We currently hold 10 places for children with an EHCP. We have an additional 6 places for young people referred by MSPRU or their mainstream school, whilst they wait for further assessment and/or their EHCP.

We work within the Manchester guidance on Provision for children with SEN in schools which explains the ways pupils with different additional needs are provided for within the school. We also follow our 'Equality and Disability' policy.

## How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?

Teaching staff are provided with a SEND Support Plan outlining priority needs and the additional support a child may need. These are informed by the EHCP and reports from other professionals, such as CAMHS (Child Mental Health Services); EP (Education

Psychologist) and SALT (Speech and Language Therapists) and other therapists and mental health practitioners.

Students have formative ( low key and informal such as a quiz, questioning etc) and summative ( a more formal style) assessments every half term. We are highly aware of the anxiety testing can cause, so this is presented in an informal and relaxed manner and only when and if the child is comfortable. Testing can also be in a 1 to 1 environment.

If a teacher has concerns about a child's progress, a referral is made to the SENDCo who will then pursue further testing or referral to other professionals.

Reading is key to accessing the curriculum. We use the NGRT reading test, which is used nationally, to establish a baseline reading age and for students with a reading age below 10, further testing to establish areas of development occurs. Small group and individual interventions are then timetabled and reviewed termly.

Reading interventions include: SNIP spelling programme; dyslexia friendly reading programmes; Alpha to Omega phonic programme. From Autumn 2024, we will have weekly Speech, language and communication interventions for those identified as requiring input.

In addition we recognise that students have additional barriers to learning, such as Emotional Based School Avoidance (EBSA). Further barriers to learning include: developmental trauma; developmental language delay; sensory needs; low self confidence, resilience and significant gaps in learning. Morning form time includes numeracy, spelling and reading opportunities to embed key skills and address gaps in learning. We consider all teachers to be teachers of SEND, and of literacy.

A considerable amount of our timetable is devoted to therapeutic and well being activities. Staff include qualified therapists in art; speech and language and other mental health professions, vocational and therapeutic tutors in hair and beauty; textiles and constructions and partnerships with Animal Care training providers.

**Any parent with concerns can contact the Head of Centre, Deputy or SENDCo.**

### **What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?**

We celebrate inclusion and diversity and have open conversations with the young people about meeting their needs. Our ethos is to celebrate each individual's strengths and talents and focus on the child, not the disability.

We believe strongly that all of our children have a voice and should be enabled to make choices. We ensure that every child's preferred communication strategies are clearly identified and outlined in a SEND Support Plan informed by their Education and Health Care Plan and their Pupil Personalised Portrait and Safety Plan.

Students are provided with verbal and written weekly feedback about the learning in core subjects and are set targets to reach their potential and make progress. Students are encouraged to read and comment on their learning.

Students are encouraged to develop emotional literacy to express themselves positively. We use visual boards, emojis, social stories and comic strip conversations to explore feelings and to ensure their voices are heard. We also use talking therapies and SALT interventions to support our students to express themselves positively.

At IncludEd Learning Learning we take any form of bullying seriously. Bullying of any kind is unacceptable and every incident of bullying is investigated and dealt with. All students are encouraged to report bullying.

Students meet weekly with a key mentor to review their targets and to discuss any concerns. Time is provided in tutor groups to collect pupil voice regarding decisions such as, school trips, rewards, Eco school and high interact activities. The Pass survey (Pupil's Attitude to Self and School) informs strategic decision making and well-being interventions.

### **What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in - their child's/young people's education?**

A pre-admission meeting is held with the Headteacher and SENDco prior to the start date. This provides an opportunity for both parent/carer and child to visit the building, meet staff and some of the other students and to ask any questions they may have. It is an opportunity for information beyond the EHCP or referral forms to be shared.

Progress and positive information is shared regularly. Throughout the child's experience with us, we have strong communication with parents and carers. It is our statutory duty to hold an annual review of the EHCP and parents receive termly reports and regular phone calls to report on successes and concerns. Praise certificates and rewards are sent home with students. Children, parents and carers are invited to celebrate events with partners throughout the year.

Further assessment may highlight other concerns and parents will be involved and informed of any previously unrecognised needs. Parent views are gathered annually for the EHCP review but parents will also be informed via telephone call, virtual or face to face meetings of any updates.

We strongly encourage parents to speak with us to share updates about their child's well being so we can check in with the student on arrival and make necessary changes to support them for that day. If parents have further educational and/or wider concerns, we can support and signpost/refer them to other professionals.

We consider communication with parents and carers as vital in helping to inform decision making and making the experience for their children positive. We strive to create a

welcoming environment so that all parents and children feel that they are an important part of our school community.

### **Arrangements for supporting students with SEN who are also CLA.**

Each child who is looked after (CLA) has a Personal Education Plan (PEP) which identifies how best to support the pupil and how dedicated funds will be used to ensure the best outcomes for the pupil. We hold termly meetings with the young person and other professionals to ensure the targets listed in the PEP are fully met. We will also attend Child Looked After Reviews and any other multi-agency meetings.

### **How will the curriculum be matched to my child/young person's needs?**

Students have an individual SEND Support Plan, an Individual Learning Plan and a Safety Plan including a risk assessment.

Our SEND provision is inclusive, and we believe that students should be supported to access learning by means of differentiation. This could be differentiation by adult support in class, resources or equipment. Some students may require specialist support. The Head and SENDCo review the support every half term.

All students are offered the IncludEd Learning Universal provision which reflects nurture principles and quality first teaching. Where progress is not being made and/or additional support is needed, students access the IncludEd plus intervention, and those with specific outcomes on the EHCP, or involving other professionals will receive Included intensive support. We also strive to recognise our gifted and talented. We believe that all students have talents that should be encouraged and celebrated.

We use the (Assess, Plan, Do and Review) APDR cycle to continuously monitor progress and plan adaptation to meet needs. Cycles of APDR ensure that students' needs, progress and interventions are reviewed half-termly.

Weekly teacher briefings and mentor reviews gather information and pupil voice to inform interventions and curriculum enjoyment. All pupils have a pupil passport which highlights learning preferences along with needs and strategies to support SEMH and academic needs.

Class sizes are 4-6 students. We have a high staff to student ratio and core and practical subjects have an additional member of staff to support the students. SEND school staff include: SENDCo; a reading teaching assistant; a literacy intervention teaching assistant; art therapist; speech, and language therapists, senior SEMH mentors and a home school liaison mentor supporting young people with Emotional Based School Anxiety (EBSA).

### **What training and specialist skills do the staff supporting children with SEND have or are having?**

At IncludEd we have a rich programme of Continuous Professional Development (CPD) for all staff. All staff are skilled in working with young people who display a variety of Special

Educational Needs. The teaching and learning team work hard to ensure that teaching is of a high standard and we meet as a staff once a week to focus on teaching and learning for our pupils. Regular training is delivered to ensure that all staff are consistently kept up to date with any developments in education.

We organise an extensive training programme each year to ensure that all of our staff are highly skilled and able to meet the needs of our young people. Examples of this training are:

- ELKLAN
- Drawing and Talking Therapies
- DSL Training
- Safeguarding Level 1 Training
- Safer Recruitment Training
- Risk Assessment
- A range of internal/external courses focussing on quality teaching and assessment
- Fire Marshall training
- First Aid
- Mental Health First Aid
- Behaviour Management and De-escalation training

Staff will also receive specific training in their subject area. When a member of staff receives training in an area they will then disseminate relevant information across the school in order to ensure that all staff and young people benefit from the training that has been received.

Whole staff training in relation to SEN can focus on the following areas:

- Working with young people with Speech, Language and Communication Difficulties
- Strategies for supporting young people with Autistic Spectrum Disorder (ASD)
- Working with pupils with Social, Emotional and Mental Health Difficulties (SEMH)
- Supporting literacy difficulties
- Trauma Informed Approach (TIA) to working with young people and their families
- Provision Mapping through termly Individual Progress Reviews
- One Page Profiles

The SENCO has completed the National Accreditation for Special Educational Needs Coordinators.

### How does IncludEd meet the SEND needs of young people attending its school?

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

**IncludEd 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, youth workers, support staff and teaching assistants;
- Adapted academic curriculum with personalised programmes and alternative accreditation routes;
- Personal support and development programmes, including PSHE and social and emotional aspects of learning [SEAL];
- Additional elements of the curriculum, including creative projects and 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.

**IncludEd Plus:** 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 SEND needs and strategies, in addition to their subject specialism[s];
- Literacy and Numeracy intervention and catch-up programmes;
- Social, emotional and mental health support, inc. intervention programmes following nurture principles and trauma-informed practice;
- SEND advice, training, resources and support to help identify underlying needs and to provide teams across IncludEd with the strategies and toolkits to inform and implement programmes of intervention;
- SEND assessment for cognition and learning needs, and individual SEND support plans;

**IncludEd Intensive:** Targeted school-based and external agency approaches for those young people who need further specialist support and long term educational planning due to their SEND needs. These approaches include\*:

- Evidence-based 1-to-1 SEND intervention programmes to support identified cognition and learning needs; and/ or, social, emotional and mental health needs; and/ or, social communication and interaction needs;
- Educational Psychologist input and assessment;
- Specialist intervention/ input inc. SpLD assessment/ intervention;
- Support and intervention for Physical and Medical needs, inc. support from specialist agencies.
- Therapeutic interventions, following specialist recommendation;
- Referral work with providers inc. Early Help, Mental Health Services 42nd Street, Remedi,, - Drug and Alcohol - Eclypse.
- Multi-agency work with partner schools, CAMHS, YOT, Children's Services, Virtual School [LAC], and the Local Authority SEND Team (LA), EBSA Networks, Attendance Networks, Safeguarding networks, hospital schools.

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



### **How are the school resources allocated and matched to children/young people's special educational needs and disabilities?**

Using available resources and the funding available, we ensure that reasonable adjustments are put in place for students with SEND to allow them the full opportunity to be included in all areas of school life. The budget is allocated on a needs basis with funding directed towards support and interventions which make the most impact on each individual student.

### **How will both you and I know how my child/young person is doing and how will you help me to support their learning?**

Teachers, as part of their professional standards, monitor and review all students' outcomes throughout the year. At IncludEd Learning monitoring progress includes:

- Half-termly data collection, from all teachers, showing the current level of attainment of all the students they teach. This means that teachers in each subject area can track the outcomes of students across the academic year and intervene if students experience difficulties.
- In-class additional support is reviewed half-termly by the SEND Team. Adjustments to support are made if necessary.
- Teaching and learning is observed by senior leaders and members of the Advisory Panel as part of the school's performance management system. Learning support assistants are also observed through learning walks by the SENCO.
- Students take the Cognitive Abilities Tests (CATs). Students are also tested on their reading. This allows us to identify when students may need further support, intervention, or additional assessment to detect any underlying difficulties.

### **How do we support pupils with their literacy and numeracy development?**

- We adopt a whole school literacy and numeracy approach. We actively promote and all staff are responsible for raising the literacy and numeracy levels across the school.
- Pupils with identified literacy difficulties will be offered a programme of intervention. This may be small group literacy lessons or 1:1 sessions where necessary. We use a variety of resources for these sessions. These include 1:1 reading strategies.
- Pupils with identified numeracy difficulties will be supported through their maths lessons to improve in the areas they find challenging. Through their initial numeracy assessment, these areas will be identified and work will be targeted to develop these particular skills.
- Where pupils continue to experience difficulties, they may be offered a fixed period of 1:1 support.



### **How we promote positive behaviour and interactions:**

All staff at IncludEd have high expectations of the young people that we work with. We have a high ratio of adults to pupils which allows for a more intensive level of support in managing and promoting positive behaviour. Teachers explain their expectations clearly to pupils when they first join us. These are consistently reinforced. During unstructured times there is a high ratio of adults to pupils. Pupils are encouraged to take part in sports and games and staff are always on hand to model and encourage positive behaviour and peer relationships.

Pupils are set regular targets by their key workers. These ensure that the pupils and all staff are aware of the areas that they are focussing on. All classrooms have visual reminders of the behaviour expected in lessons.

Staff will record pupils' Attitude, Behaviour and Effort during lessons and the overall school day, this allows key workers and class teachers to monitor behaviour and interactions closely. Pupils are rewarded for positive behaviour. Staff keep regular contact with parents to feedback on positive behaviour and interaction.

Pupils are encouraged to use the Zones of Regulation to identify how they are feeling and to seek support if they need to. There are displays in prominent areas of the school as a visual reminder of the Zones of Regulation.

### **How accessible is the school environment?**

IncludEd Learning is one level and has additional outside one floor units. We have a discreet changing room and shower and a wide entrance toilet. We are able to provide specialist equipment if required, such as seating; visual aids; coloured overlays; laptops. The school is wheelchair accessible.

We work with, and seek advice from, other professionals regarding physical and mental health; social care; therapeutic support; careers and attendance. We are in partnership with other educational and mental health organisations. For new starters, professionals working with our students are invited to attend meetings and share advice with staff.

We have 3 qualified first aiders and 2 mental health first aiders on site.

### **How will my child be included in activities outside of the classroom?**

IncludEd aims to be an inclusive school. We aim to broaden the pupils' experience of the world by having a strong emphasis on outdoor education. Pupils can benefit from visits to museums, the theatre and other places of interest. During those activities pupils are encouraged to practise their social skills.

We complete a risk assessment for each new pupil that joins as well as risk assessing any trips outside of school. We will take into account your child's specific special educational needs when planning any trips to ensure that it will be an appropriate and safe visit for

your child.

We ensure that we have a high ratio of adults to pupils to ensure that trips are a safe and fun experience for all.

### **What support will there be for my child's overall wellbeing? What is the pastoral, medical and social support available in the school?**

Students who need support with social, emotional and mental health have the option to go to a safe space where students are supported by the SEND and/or the pastoral team. Safe spaces are available throughout the day.

Staff at IncludEd are experienced in working with young people who experience difficulties in managing their emotions. Through our Emotional Wellbeing and Confidence Programme, PSHE curriculum, and using a trauma informed approach across all interactions, the pupils are encouraged to reflect and build on their emotional resilience.

Where pupils continue to experience difficulties managing their emotions, they may be offered 1:1 sessions. This provides them with a space away from the group to work intensively with a skilled member of staff for a fixed period of time.

Some young people require specialist support to help them deal with the difficulties they are facing. Where this is the case they may be referred to an external agency or to CAMHS. This will be discussed with you and your child before this referral takes place.

We encourage pupils to form positive relationships with one another. We encourage the pupils to play games and sport during unstructured times. We encourage pupils to arrive at school from 8.45am where they have the opportunity to have some social time with the staff and other young people before their lessons start at 9:15am. At lunch times pupils are encouraged to eat where they feel comfortable and try to sit together this aids in developing appropriate social skills.

If a student is unwell during the school day, then they can sit in the quiet room and a staff member will support them. If the student is too ill to stay at the school, their parent/carer will be contacted and asked to make arrangements for collecting them as soon as possible. In a medical emergency, appropriate emergency procedures will be followed. Staff are made aware of students who have severe allergies or other significant health/medical needs throughout the school year.

The Senior Leadership Team are the main point of contact for parents/carers about their child's pastoral and social well-being.

Where young people continue to experience difficulties managing their behaviour, their key worker will discuss this with the parent. If it continues to be unresolved, the Head of Centre will arrange to meet with you. We will attempt to uncover the cause of the negative behaviour and put in support for the pupil. This may be sessions with a member of staff on site or may require a referral to an outside agency for additional support.

It is our experience that challenging behaviour is dealt with more effectively when the parents and school are in a partnership together and are working to ensure the best outcome for the young person.

### **How does the school manage administration of medicines?**

Medicines for students are managed by First Aiders. If a student requires medicine during the school day, the following procedures must be followed:

- All medicines must be given in person to reception by a parent/carer.
- The student's name and date of birth are recorded alongside the date, time, name of medicine, and dosage.
- Depending on how the medicine needs to be stored, it will be kept in either a locked cupboard or a fridge in the internal office.
- The student can request medication from their student services team and the duty first aider will administer the medication • Each time the medicine is administered, the time, date and dosage is recorded.

### **How will the school support and prepare my child when joining the school and transferring from a new school?**

We aim to ensure a student has a successful transition when they join the school. Where possible, staff liaise with referring educational establishments and with parent/carers before the student arrives. Information is gathered about the student's needs and appropriate support is put into place prior to arrival.

- Through the school's transition programme, careful transition is planned and arranged. School staff work closely with referring schools to gather information about students, organise activities and visits to the school.
- All students who have accepted a place at IncludEd Learning are invited to induction days. These days provide a taste of life at IncludEd Learning. The prospective students get a tour of the school and take part in lessons with different subject teachers. Students with SEND are invited to further transition events to ensure that they become familiar with the school.
- Information from previous schools about students with SEND is passed on to relevant staff, as necessary.
- Parents/carers of new students are provided with information packs about the school. The SENDCo is available to meet with parents/carers and students to discuss any concerns and to offer tours of the school building.
- Year 11 students are guided and supported by the Careers Advisors to make post 16 choices. Students and parents/carers are offered advice and careers guidance at the appropriate time to help make these important decisions.
- Should your child have an EHC plan then a transition plan will be developed with Careers Advisor involved. Transition visits to post 16 providers will be arranged where necessary.

### What happens if my child joins mid-year?

All students admitted to the school after the start of the academic year are screened on entry, to identify any areas of need and to provide information to staff about the student's learning. This information is passed on to the SENCO. You will be able to meet a member of the pastoral team during the admissions process. A student 'buddy' is chosen to support the new student for the first few days of being at IncludEd Learning. Contact is made with the previous school to ensure the transfer of information about the student.

### What happens if my child joins another school?

The new school makes a request for information and the student's file is sent to the new school. Staff from both schools may also liaise regarding SEND needs.

### What should I do if I am unhappy with my child's support or progress?

- Your first port of call for sharing concerns is the SENCO or the Deputy Head of Centre. They will attempt to address any difficulties you or your child may be experiencing in relation to their education.
- If you feel that this does not lead to a satisfactory result you are able to address these concerns with the Head of Centre. If you still remain unsatisfied, you can raise this with the referring establishment.

### Where can parents and carers gain further advice and support?

For SEND advice and guidance in Manchester, please see:

[Education Send | Help & Support Manchester](#)

#### 1. Where parents and carers can access:

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

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

[Manchester's Local Offer for Children and Young People with SEN and disabilities](#)

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

##### SENDIASS

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

and disability.

[Special Education Needs and Disability Information, Advice Support Service](#)

### **3. Travel assistance for pupils with special educational needs and disabilities (SEND) Help with travel to school or college**

Pupils with an Education, Health and Care Plan (EHCP) can get a free school travel pass to get to and from school on a bus, train or tram in Greater Manchester.

[Free school travel passes | Travel assistance for pupils with special educational needs and disabilities \(SEND\) | Manchester City Council](#)

### **4. Home to School Transport team**

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

[Travel assistance for young people with Education, Health and Care Plans \(EHCP\)](#)

## **SENCO and SEND Team Contact Information**

SENCO - Ann Hardy

**IncludEd Learning**

**SEND Team**

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*The information in this report is accurate now, but we regularly review and make changes to what we offer and keep this information as up to date as possible.*