



Policy Status	Information
Review Cycle	Annual
Policy reference	

Review date	Author	Changes summary
23/08/16	AC	First Report

## SEND Policy and Information Report

### Policy Statement

Manchester Settlement School provides full time general education provision for pupils that are referred by other secondary schools. We work in close partnership with those schools to ensure that the identified and emergent needs of pupils with SEND are well understood. We also aim to work in partnership with pupils and their families to ensure excellent communication and involvement.

All of our provision is subject to our equal opportunities policy which highlights our commitment to ensuring access and equity for all of our pupils, and our commitment to implementing the processes that ensure that SEND pupils receive well informed, high quality support.

### Relevant Legislation

Manchester Settlement School abides by:

Section 69(2) of the Children and Families Act 2014

Regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014

The 'Special educational needs and disability code of practice: 0 to 25 years'

The Equality Act 2010

The policy and Statement is based on the requirements set out in [schedule 1 of the SEN and Disabilities \(SEND\) Regulations 2014](#) and [paragraphs 6.79-6.81 of the SEND Code of Practice](#).

## SEN Information Report

Required information	□
The kinds of SEN that are provided for	The school works in partnership with each pupil's home school to determine whether our school can meet the needs for each potential referral.
Policies for identifying pupils with SEN and assessing their needs, including the name and contact details of the special educational needs co-ordinator (SENCO)	<p>We work closely with schools when they refer young people to us and ensure we receive all necessary information on the levels/grades, targets, and support requirements of each pupil. Manchester Settlement School then meets with the referring school before the students start the induction process. We have established a Pupil Learner Journey which allows us to get to know the students and identify any areas of concern at an early stage.</p> <p>Students complete a number of standardised tests during their induction prior to starting at Manchester Settlement School which give us a greater insight into their learning needs. These tests are cognitive ability tests, such as; reading and spelling tests, baseline assessments in the core subject areas and an online quiz to determine the learning style of the young person. The induction process provides an opportunity for observations of student behaviour to aid identification of needs.</p> <p>Students are monitored throughout their school career by teachers and our support staff. Any concerns are flagged up in daily meetings and dealt with very quickly.</p> <p>In addition, we use the following tools to identify young people with SEN:</p> <ul style="list-style-type: none"> <li>• Parental comments</li> <li>• Daily reports / behavioural records</li> <li>• Classroom observations</li> <li>• Teacher assessment data to monitor progress</li> <li>• Medical or other outside agency reports</li> <li>• Individual Learning Plans created in collaboration with the pupil</li> </ul> <p>All pupils at our school are also on roll at their home school, their SENCO responsible for ensuring the provision of the statement or Education</p>
Arrangements for consulting parents of children with SEN and involving them in their children's education	At Manchester Settlement School we enjoy very close links with parents and carers. There are a number of opportunities through the year for parents to talk to staff. In addition, reports in the form of predicted grades and more in-depth subject reports are sent home to parents each half-term. Parents and carers are welcome to phone staff at any time with any concerns. Advice can be sought at any time from individual subjects on how parents can support students at home.
Arrangements for consulting young people with SEN and involving them in their education	Pupils with SEN are supported to attend review meetings such that their views about their education are heard. Where they do not wish to attend, they are supported to make a contribution in other appropriate ways.

Required information	□
<p>Arrangements for assessing and reviewing pupils' progress towards outcomes</p> <p>This should include the opportunities available to work with parents and young people as part of this assessment and review</p>	<p>Pupil progress is assessed via book marking and weekly reports to parents. Attainment is reported to home schools and parents each half term with advice on how to progress. ILP is reviewed every term in conjunction with EHCP.</p>
<p>Arrangements for supporting pupils moving between phases of education and preparing for adulthood</p>	<p>Our Head teacher and Lead teacher work closely with the SENCO in home schools to ensure that transition plans are carried out effectively.</p>
<p>The approach to teaching pupils with SEN</p>	<p>Quality teaching in the classroom supports all SEN students. Differentiated work enables all students to make progress. Student's progress and attainment is tracked and monitored by the Lead Teacher using teacher assessment and classroom observation data. When necessary, additional interventions are employed to reduce barriers to learning and support students' educational needs. These take the form of both in-class and out of class intervention both with small groups or individuals working closely with a Learning Mentor for a focused period of time with clear progress objectives. Where relevant, we seek other outside agency support.</p>
<p>How adaptations are made to the curriculum and the learning environment of pupils with SEN</p>	<p>SEN pupil engagement and learning is enabled through further differentiation of resources, teacher support, activities, writing frames etc. Learning Mentors are employed to assist students to make progress and over-come their barriers to learning and encourage the confidence within the classroom setting.</p> <p>In addition to differentiation (eg work sheets and writing frames), the use of pre-teaching using word banks and in-class support, the curriculum is adapted to help over-come the barriers to learning that the SEN students may experience. Intervention programmes have been put into practise and ILPs are used as working documents to support the needs of every pupil</p>
<p>Additional support for learning that is available for pupils with SEN</p>	<p>Support is provided or resourced by the home school, this support may take the form of extra learning mentor support, specified equipment or therapeutic interventions from external bodies.</p>
<p>The expertise and training of staff to support pupils with SEN, including how specialist expertise will be secured</p>	<p>Specific SEN training is focused upon specific needs. These are identified through a staff audit. Training of all staff is conducted both in house and using outside agencies. All staff attend training to develop their skills and knowledge of their specific area of SEN responsibility. New teachers receive school specific SEN training from the Lead Teacher. Regular refresher training sessions for all staff are conducted throughout the year.</p>
<p>How equipment and facilities to support children and young</p>	<p>Home school SENCO will retain the responsibility for nominating and securing equipment and facilities.</p>

Required information	□
people with SEN will be secured	
How the effectiveness of the provision made for pupils with SEN is evaluated	Reviews of ILP's, pupil voice, informal contact with parents, EHCP reviews.
How pupils with SEN are enabled to engage in activities available with those in the school who do not have SEN	SEN student engagement is enabled through further differentiation of resources, teacher support, activities, writing frames etc. Learning Mentors are employed to assist students to make progress and over-come their barriers to learning and encourage the confidence within the classroom setting
<p>Support for improving emotional and social development.</p> <p>This should include extra pastoral support arrangements for listening to the views of pupils with SEN and measures to prevent bullying</p>	<p>The Transition Mentor works closely with the most vulnerable students during various times of the day. Events and in-class tasks are set to develop self-esteem and confidence as well as friendship skills. Learning Mentors, teaching staff and the designated person is available for students with emotional or mental health issues. Learning Mentors work with pupils whose behavioural choices are having an impact upon their education and social well-being or are in danger of exclusion. Manchester Settlement School's Behaviour and Bullying policies provide clear expectations and consequences. We expect all parents to sign the Learning Agreement to recognise these expectations.</p>
How the school involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families	The Lead Mentor will engage with relevant outside agency support. This may be through referrals to specialist agencies as well as through direct contact.
Arrangements for handling complaints from parents of children with SEN about the provision made at the school	<p>The school complaints policy is available on the website or can be requested by telephone.</p> <p>We aim to resolve all concerns as quickly as possible and as such would ask parents to firstly contact the Head Teacher to discuss the matter.</p>
Contact details of support services for parents of pupils with SEN	The Manchester City Council Local Offer describes in detail the sources of support available

Required information	
	<div style="border: 1px solid black; padding: 5px;"> <a href="http://www.manchester.gov.uk/info/500132/special_educational_needs/6181/our_local_offer_for_children_and_young_people_with_sen_and_disabilities">http://www.manchester.gov.uk/info/500132/special_educational_needs/6181/our local offer for children and young people with sen and disabilities</a> </div>
<p>Named contacts within the school for when young people or parents have concerns</p>	<p>Lead Teacher – Alison Clarke</p> <p>Head Teacher – Jason Travis</p> <p>Proprietor – Adrian Ball</p> <p>0161 974 1300</p> <p>admin@manchestersettlement.org.uk</p>
<p>The school's contribution to the local offer and where the LA's local offer is published</p>	<p>The schools offer is only available to pupils referred through their home school on the basis of paying the agreed fee.</p>