



Manchester Hospital School

SEND Information Report

2023-24

Support for your child at Manchester Hospital School

Our Whole School SENDCo is Gwen Rees-Moffitt. Gwen is our Assistant Head Teachers for SEND and Safeguarding and is assisted by a team of SENDCos and Assistant SENDCos who work across our multisite school.



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Manchester Local Offer



If you would like further information about the local offer made by Manchester City Council for children and young people with special educational needs and disabilities, please click here: [Manchester City Council Local Offer](https://www.manchester.gov.uk/sendlocaloffer)

Introduction

This booklet is designed to inform you about our school and the ways in which we support children and young people with special educational needs and disabilities (SEND) across all areas of school life.

Manchester Hospital School (MHS) is committed to providing the highest quality provision for all young learners in order to enable them to overcome any barriers to achievement which they may face. We continually review our provision and recognise the valuable role that young people, parents/carers and our school community play in helping us to do so. The next formal review of this information report will take place in September 2024 but we welcome on-going feedback about our provision throughout the school year.

At Manchester Hospital School our vision is:

'To be a beacon of excellence, providing high quality education which enables children and young people with medical and mental health needs to achieve and experience success'.

This information report aims to demonstrate the ways in which we tailor our approach in order to realise our vision.

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Glossary of Key Terms and Abbreviations

Term	Meaning
OPP	Outcomes and Provision Plan
EHCP	Education Health Care Plan
PLP	Personalised Learning Plan
PRA	Pupil Risk Assessment
SEMH	Social, emotional and mental health
SEN	Special educational needs
SENCO	Special Educational Needs Coordinator





1. What types of special educational needs do we provide for?

We recognise that every pupil at our school is unique and that some children may require additional support to achieve their full potential.

At Manchester Hospital School, we use the following definition from the [SEND Code of Practice 2014](#) to define special educational needs and disabilities:

'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.'

Pupils at Manchester Hospital School may need additional support because of a range of special educational needs and disabilities. These may include needs within the following four broad areas:

-  **Cognition and Learning** - eg. difficulties with reading, writing and mathematics
-  **Sensory, Medical and Physical** - eg. visual impairments, hearing impairment, sensory processing difficulties, diabetes
-  **Communication and Interaction** - eg. autistic spectrum disorder, speech and language difficulties.
-  **Social, Emotional and Mental Health** - eg. anxiety or managing relationships and/or behaviour

2. How do we identify and assess pupils with SEN?

The purpose of identification is to help us decide what action our school needs to take to meet the needs of a pupil. We aim to identify special educational needs and disabilities at the earliest opportunity in order to ensure that appropriate support is in place as early as possible.

We seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by:

- progress which is significantly slower than that of their peers starting from the same baseline
- progress which fails to match or better the child's previous rate of progress
- attainment which is well below the expected standard for their age
- slower than expected progress with wider development of social and emotional skills
- slower than expected progress in self-help, social and personal skills

We know a pupil needs help when:

- concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupils themselves
- screening, such as that completed on entry or as a result of a concern being raised, indicates a gap in knowledge and/or skills
- whole school tracking of attainment indicates less than expected progress or attainment which is below the expected standard for their age
- observation of the pupil indicates that they have additional needs

Our school uses the following four stages of the graduated approach to identify and meet the needs of young people:



Stage 1: Assess

Staff develop a clear understanding of the young person's strengths and areas of need. Teachers adapt their approach and make reasonable adjustments within the classroom in order for the young person's needs to be met. If areas of difficulty are identified, teachers and leaders work together to plan additional support for the young person (see Stage 2).



Stage 2: Plan

Teachers and leaders plan to support the young person through quality first teaching and targeted provision. This may include additional adult support, structured, evidence based intervention programmes or extra equipment and resources. When deciding whether additional, personalised provision is required, we start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. Our SENCOs and Assistant SENCOs create an Outcomes and Provision Plan (OPP) for the pupil when it is identified that additional support and targeted interventions are required.



Stage 3: Do

Strategies, resources and targeted interventions are implemented. Staff gain a greater understanding of the needs of the young person in doing so.



Stage 4: Review

Progress towards the intended outcomes is reviewed at an agreed time. If necessary, changes are made to the pupil's personalised outcomes and provision to ensure that pupils are able to make progress. Our SENCO team may also make a referral to another agency for specialist support and advice if this is required.

3. What is our approach to teaching pupils with SEN?

Teachers are responsible and accountable for the progress and development of all the pupils they teach. High quality, adaptive teaching is our main approach to responding to pupils' special educational needs. This means that a range of teaching styles and resources are used, and scaffolding is provided to support all learners to make progress.

When a pupil is referred to our school, details about their special educational needs or disabilities are obtained from the pupil's home school, their medical team, their parents/carers and, where appropriate, the pupil themselves. This information is used to create a one page profile for the pupil, called an 'About Me'. Our staff use the pupils' About Me profiles to tailor their approach to the individual strengths and needs of each pupil. We also carry out a Pupil Risk Assessment (PRA) for pupils who may need extra support to keep themselves and others safe. We use the PRA to identify what we need to do to reduce the risk of harm and to provide help and support when it is required.

In each of our settings, pupils are taught in small groups or on a one to one basis. This allows our teachers to use a highly personalised approach to delivering the curriculum and ensure it meets the needs of each pupil. When a young person has an identified special educational need or disability, the

teacher will make adjustments to meet the young person's needs, for example, a young person may require rest breaks or additional time to process information.

Whilst the needs of the majority of our pupils are met through high quality, adaptive teaching and school wide initiatives, some pupils require additional support and provision which goes beyond the school's universal approach. For these pupils, targeted support may be required. As a school, we are committed to using evidence-based practice; we draw on findings from research and specialist advice when deciding on the type of support a young person may benefit from and ensure that we review its impact on a regular basis. Please see Appendix A for information about our school's approach to delivering interventions and examples of the types of evidence-based intervention programmes we use at Manchester Hospital School.

As a school, we continually reflect on our practice and review the support in place for each pupil. We do so through meetings with parents, carers and other professionals, pupil progress meetings and through our ongoing assessments.

4. How do we adapt the curriculum and learning environment?

Manchester Hospital School offers a broad and balanced curriculum which prioritises teaching the relevant knowledge and skills within the National Curriculum for Early Years to post 16. Our curriculum is tailored to the individual pupil, taking into consideration their special educational needs and their medical needs. We work with medical professionals and home schools to ensure the implementation of the curriculum is reflective of the needs of the pupil. We use baseline assessments to inform our planning and how we will deliver our curriculum.

We have used research around cognitive science to inform our teaching approach and have developed a teaching model based on the theory of Rosenshine's principle of instruction. We use our teaching model to transfer key knowledge to long term memory while identifying pupil misconceptions and gaps in knowledge.

Our curriculum is planned to enable pupils to make progress which helps them to prepare for future learning (and employment) whilst developing their confidence, resilience and independence.

The following information provides details about how we adapt our curriculum and the learning environment for pupils on each of our sites.

The School at Royal Manchester Children's Hospital

- Teaching takes place one to one at the pupil's bedside on a hospital ward.
- We start teaching pupils once they have been in hospital for 5 days.
- Each ward has a key teacher who is responsible for ensuring all pupils on that ward have timetabled lessons and information is shared regarding the pupil's medical conditions with relevant members of staff.
- The teacher completes an 'About Me' profile to gain an understanding of the pupil's needs and interests. For longer stay pupils the key teacher will contact the pupil's home school to gather any additional information.
- We teach pupils a broad range of National Curriculum subjects.
- The number of lessons a pupil receives is dependent on their length of stay in hospital and the pupil's medical condition.

- At the start of a pupil's learning journey we complete a baseline assessment. This gives a clearly defined starting point to enable the teacher to build on prior learning and work towards a defined end point.

Leo Kelly School

- Pupils at Leo Kelly are taught in form groups depending on their age, ability and SEMH needs. There are five lessons in the school day with planned breaks in the morning, midday and afternoon.
- On admission, an 'About Me' profile is completed to gain an understanding of the pupil's needs and interests. We work closely with the home school, parents and medical professionals to gather information relevant to the individual to enable a successful transition into the Leo Kelly School. A Mental Health Functioning in Education (MHFE) assessment is completed on admission to the school. The results of this assessment support intervention, teaching adaptations and approaches which will support pupil progress.
- We teach pupils a broad range of National Curriculum subjects with an aim to ensure pupils have opportunities to continue with their learning whilst being supported to manage challenges around their mental health.
- In addition to the National Curriculum we provide our pupils with opportunities to develop life skills through our Preparation for Adulthood curriculum which supports development in the core skills outlined in the SEND code of practice for employment, independent living, health and society and community participation.
- Additionally, pupils have access to Music, Speech and Language and Art therapies and we also work in collaboration with Manchester United who provide coaching and mentoring sessions to support pupils' physical development and mental health.
- A baseline assessment is completed at the start of a pupil's learning journey. This gives a clearly defined starting point to enable the teacher to build on prior learning and work towards a defined end point.

The School at the Christie

- Teaching takes place in our school room during the course of a 6 week treatment programme, virtually or in the home.
- Pupils are generally taught one to one but, when possible, can be taught with other pupils in small groups.
- On admission, an 'About Me' profile is completed to gain an understanding of the pupil's needs and interests.
- We work closely with the home school, parents and medical professionals to gather information relevant to the individual to enable a successful transition into The Christie School.
- We teach pupils a broad range of National Curriculum subjects.
- The Christie Hospital admits patients from all over the world so, in recognition of this, we also teach our Manchester Curriculum which provides pupils and families an opportunity to learn about our city, linked to the National Curriculum.
- A baseline assessment is completed at the start of a pupil's learning journey. This gives a clearly defined starting point to enable the teacher to build on prior learning and work towards a defined end point.

HIVE (Home and Innovative Virtual Education)

- Pupils are taught one to one, or in small groups, online, in the home or in an agreed venue with five lessons in the school week.

- On admission, an 'About Me' profile is completed to gain an understanding of the pupil's needs and interests. We work closely with the home school, parents and medical professionals to gather information relevant to the individual to enable a successful transition into our home and innovative virtual education provision. A Mental Health Functioning for Education (MHFE) assessment is completed on admission to the school. The results of this assessment support teaching adaptations and approaches which will support pupil progress.
- We teach pupils a broad range of National Curriculum subjects with an aim to ensure pupils have opportunities to continue with their learning whilst being supported to manage challenges around their mental health. For some of our pupils we use the AQA Awards to re-engage pupils with their learning.
- A baseline assessment is completed at the start of a pupil's learning journey. This gives a clearly defined starting point to enable the teacher to build on prior learning and work towards a defined end point.

The School at Galaxy House

- Pupils at Galaxy House are taught in two groups depending on their age, ability and medical condition. There are four lessons in the school day with planned breaks and meal times.
- On admission, an 'About Me' profile is completed to gain an understanding of the pupil's needs and interests. We work closely with the home school, parents and medical professionals to gather information relevant to the individual to enable a successful transition into Galaxy House. A Mental Health Functioning for Education (MHFE) assessment is completed on admission to the school. The results of this assessment support teaching adaptations and approaches which will support pupil progress and inform the Care Programme Approach (CPA) meetings where a multi-disciplinary team meets to discuss the progress of individual pupils.
- We teach pupils a broad range of National Curriculum subjects with an aim to ensure pupils have opportunities to continue with their learning whilst being supported to manage challenges around their mental health.
- Where pupils' health needs mean they are unable to access school full time within our classrooms, functional goals towards learning will be set alongside an occupational therapist. This phased approach begins on the ward, transitioning incrementally to the classroom.
- A baseline assessment is completed at the start of a pupil's learning journey. This gives a clearly defined starting point to enable the teacher to build on prior learning and work towards a defined end point.

Wythenshawe and North Manchester General Hospital

- Teaching takes place one to one at the pupil's bedside on a hospital ward. We teach pupils who have been in hospital for 5 days.
- Each pupil has a key teacher who is responsible for ensuring all pupils on that ward have timetabled lessons and information is shared regarding the pupil's medical conditions with relevant members of staff.
- The key teacher completes an 'About Me' profile to gain an understanding of the pupil's needs and interests. For longer stay pupils, the key teacher will contact the pupil's home school to gather any additional information.
- We teach pupils a broad range of National Curriculum subjects. The number of lessons a pupil receives is dependent on their length of stay in hospital and the pupil's medical condition.
- A baseline assessment is completed at the start of a pupil's learning journey. This gives a clearly defined starting point to enable the teacher to build on prior learning and work towards a defined end point.

Pupils with Profound and Multiple Learning Difficulties (PMLD) and Severe Learning Disabilities (SLD)

Pupils with Profound and Multiple Learning Difficulties (PMLD) have complex learning needs. In addition to severe learning difficulties, pupils may have other significant difficulties, such as physical difficulties, sensory impairment or a severe medical condition.

Pupils with Severe Learning Disabilities (SLD) tend to take longer to learn and may need support to develop new skills, understand information and interact with other people (MENCAP 2023).

The aims of our PMLD and SLD curriculum are to develop pupils' skills in the four broad areas of need identified in the SEN Code of Practice; Communication and Interaction, Cognition and Learning, Physical and Sensory and Social, Emotional and Mental Health. For our pupils with PMLD, we use strategies such as intensive interaction and high levels of repetition, as well as resources such as sensory stories and cause and effect activities to promote learning and engagement. For our pupils with SLD, we use strategies such as Attention Autism and visual communication, as well as resources such as Colourful Semantics and Sensory Stories.

Pupils in our school are at different points in their learning journey therefore our curriculum is designed to focus on the development of key skills, building on prior learning, appropriate to the individual learner. Key skills are taught through stimulating contexts for learning, outlined in the long term plan below.

5. How do we consult parents and carers of pupils with SEN and involve them in their child's education?

Manchester Hospital School warmly welcomes and encourages parental involvement in school life. Throughout the year, we have special events and celebrations that parents and carers are encouraged to attend, such as special assemblies, coffee mornings and our Leo Kelly summer fair.

At the Leo Kelly School, we invite parents and carers to attend a series of review meetings across the year. These meetings take the form of parents/carer meetings, Team Around the Child (TAC) meetings, SEND and placement review meetings, as well as annual reviews for those pupils with an EHCP. Our meetings are person-centred and enable parents/carers, young people, school staff, and other agencies to collaboratively assess and review the progress of our young people towards their outcomes and to identify next steps.

At Galaxy House, Care Plan Approach (CPA) meetings take place every 6 weeks for all young people. These person-centred meetings are an opportunity for the young person, their parents/carers and all the professionals working with them to meet to discuss their on-going progress and to make decisions about their care.

For pupils educated in hospital or in the home (in person or remotely), we communicate with parents/carers on a regular basis either in person or over the phone. This allows our staff and parents/carers to discuss the pupils' progress, support and provision, frequently and informally.

On all of our teaching sites, we are happy to offer individual appointments with parents/carers to discuss specific issues or concerns about a pupil's

progress or development (please see page 1 for contact details). We encourage parents and carers to contact school and arrange an appointment if they are worried or concerned about any aspect of their child's learning or development.

6. How do we consult pupils with SEN and involve them in their education?

Children and young people's well-being and interests lie at the heart of every decision which is made about their education at Manchester Hospital School. We adopt a person-centred approach to planning for children's provision and use a range of strategies to involve them in this process.

- Pupils are involved in creating their 'About Me' profiles on admission. They are given the opportunity to share their likes, dislikes and how they learn and communicate.
- Pupils with Education, Health and Care Plans and Looked after Children have the opportunity to share their views and experiences before all review meetings. When appropriate, pupils are invited to attend these meetings too.
- We encourage pupils to attend any review meetings which are held about their progress and ensure they feel supported to take an active role in discussions about the support they will receive.
- At the Leo Kelly School, pupils are frequently consulted on their views of the curriculum and wider school life. They also have the opportunity to share their thoughts and views through the pupil council.
- On all of our teaching sites, pupils are regularly consulted and encouraged to reflect on their learning. For pupils with communication needs, we use a total communication approach to elicit thoughts and feelings and enable them to contribute towards decisions about their education.
- On all of our sites, pupils are encouraged to speak to a member of staff if they are worried or need any help. At the Leo Kelly School and the School at Galaxy House, an advocate is assigned to each of our pupils. At Leo Kelly, the advocate is a member of staff from the hospital school. At Galaxy House, a member of the pupil's medical team takes the role of the advocate. The advocate always has the young person's best interest at the forefront of their work and will be their voice when they are afraid or worried, speaking with parents, professionals and school staff when they have lost their voice or their confidence.

7. How do we support pupils moving between different phases of education?

When pupils join our school, we work with parents/carers and the pupil's home school to gather as much information as we can to support transition and to ensure we have everything in place to support the needs of the pupil. Many of the pupils who receive education from our school will transition back to their usual school, on to a specialist school or on to further education at some point. We strive to make these transitions as smooth as possible so that the pupils can settle quickly and continue their education without interruption.

The Leo Kelly School

The majority of pupils at the Leo Kelly School are dual rolled with their home school. Whilst attending our school, our staff maintain regular contact with the pupil's home school in order to ensure that the two schools work in partnership to aid transition to and from the Leo Kelly School. Some of our pupils will transition back to their home school following a short term placement at Leo Kelly. For other pupils, it may be deemed appropriate for the pupil to move on to a more specialist setting or alternative provision. This decision will be made in consultation with the pupil, their parents/carers and other relevant professionals. For those pupils who remain at Leo Kelly until the end of Year 11, many will move onto further education. In all cases,

pupils are supported through preparation to make the transition as successful as possible. Preparation may include visits to the receiving provider, travel training, and additional meetings with parents, carers and professionals. This process is supported by our Transition Leader, Sue Schofield, who is able to provide ongoing advice and support for pupils and their families. Once a pupil's plans for transition are in place, our staff liaise with the destination school, college or placement to ensure that relevant information is shared and appropriate support is in place.

The School at Galaxy House

The majority of patients at Galaxy House remain inpatients for between 3 months to a year. On admission to Galaxy House, our school staff liaise with the pupil's home school and this partnership is maintained for the duration of their admission. Home school staff are invited to attend 6 weekly multidisciplinary meetings, alongside a representative from the hospital school. To support pupils to transition back to their home school following discharge, a multi-disciplinary reintegration plan is created by the multi-professional team and parents to allow for a well-prepared phased return to the home school.

The School at Royal Manchester Children's Hospital (RMCH), Wythenshawe Hospital and The Christie Hospital

For long stay pupils, their home schools are contacted once they have been in hospital for 19 days and staff endeavour to maintain a relationship between the pupil and the home school during their stay. This includes the sharing of information about a pupil's curriculum, progress, attainment and well-being prior to admission.

Following a pupil's discharge from the hospital, some children will immediately return to full time education, whilst others will require a phased return to school. This will depend on the stage of their recovery. In some cases, additional support and resources will be required in order to facilitate a young person's return to school. If substantial support is required, an application for an EHCP will be initiated by the young person's home school or a health or social care professional within the hospital or the community. To support this process, our hospital school teachers will provide written evidence and advice about the young person's needs, if and when appropriate. Our teachers are supported to do so by our school SENCOs.

HIVE

Following an agreed referral to our school for a pupil to receive education in the home or community, our staff liaise closely with the pupil's home school, other relevant professionals and parents/carers in order to tailor our approach to meet their needs. This enables us to ensure that educational progress is maintained and that the pupil can successfully transition back to their home school, or onto another suitable placement, when they are medically fit to do so. When a pupil is ready to return to their home school, a written summary of learning is sent to the home school to support this process. For some pupils, a phased return back to their home school is deemed appropriate. This is arranged following consultation between the pupil, their parents, carers and professionals.

8. What support is provided for pupils with SEND to improve their emotional, mental and social development?

As a school, we view the personal development and wellbeing of our pupils as a crucial part of their educational success. Positive relationships and

opportunities to experience success are fundamental aspects of our approach.

At the Leo Kelly School, Galaxy House and for pupils on our HIVE pathway, we use a scaled assessment tool called the 'Mental Health Functioning in Education Tool'. We use this assessment tool to:

- Provide a 'temperature check' or 'snapshot' of a young person's well-being
- Identify the strengths and difficulties of a young person
- Remove barriers to learning by providing personalised support
- Form part of the picture when considering the impact of an intervention and whether the pupil is ready to transition back to their school

When concerns about a pupil's emotional, mental and social development are raised (either by the young person themselves, parents/carers or professionals), we work in partnership with other professionals such as CAMHS and Educational Psychologists to ensure that appropriate support is in place.

At the Leo Kelly School, pupils have access to the following provision to support their social, emotional and mental health needs:

- Phased integration plans which provide opportunities for pupils to gradually build up their time in school following a long period of absence
- Access to regular pastoral support or reflection time
- Access to structured, evidenced-based interventions, such as Therapy using Lego and Talk About for Teens
- Access to quiet spaces and sensory resources
- Staff who are experienced in working with young people with social, emotional and mental health needs
- Access to support from a school nurse who is specialised in supporting young people with mental health needs

Our pupils at Galaxy House receive specialised treatment and support during their admission. This support is provided by a multidisciplinary team of professionals which includes psychiatrists, dieticians, psychologists, nurses and occupational therapists. Through daily multi-professional team meetings, specialist mental health professionals provide on-going advice to school staff to ensure that staff are well-equipped to support the changing needs of the pupils.

9. What expertise and training do our staff have to support pupils with SEN?

The following members of staff hold the National Award for SEN Coordination:

Gwen Rees-Moffitt (Whole School SENCO)

Jo Yates (SENCO for Leo Kelly and the HIVE)

Kat Worthington (Assistant SENCO for RMCH)

Pip Kehoe (Assistant SENCO for Galaxy House) is currently working towards achieving this qualification.

As part of our commitment to supporting the needs of pupils with speech, language and communication needs, we have five members of staff who have completed an accredited ELKLAN course and are now qualified ELKLAN Champions. Our ELKLAN Champions are able to provide resources, advice and support for staff working with pupils with speech, language and communication needs.

Our school works closely with visiting professionals and specialists such as Educational Psychologists and Speech and Language Therapists who provide guidance and advice to staff relating to best practice and support for individual pupils.

We work with the following specialists:

- Educational Psychologists
- CAMHS professionals
- Careers Advisor
- School nurse
- Clinical psychologists
- Speech therapists
- Occupational therapists
- Health Consultants
- Physiotherapists
- Specialist nurses
- Staff from Hearing Impairment Services
- Staff from Visual Impairment Services
- Social workers

All staff at the Manchester Hospital School are involved in a continuing professional development programme which incorporates regular opportunities to update and review our SEND practice. Our staff are experienced in working with children and young people with special educational needs and disabilities, and are supported by our SENCOs to further develop their knowledge and practice in this area. School staff are actively encouraged to engage in the latest developments regarding teaching and learning through a range of CPD opportunities. All teaching and learning support staff attend school training and information events. Staff network regularly with other regional and national colleagues to share and learn best practice.

Below are some examples of CPD opportunities accessed by our staff during the last academic year:

- Rosenshine's Principles in Action
- Using an inclusive Teaching Model
- Cognitive Load and Retrieval Practice
- Trauma and Attachment
- How to complete and use an About Me Profile
- SEND planning and processes
- How to support young people who self harm
- Autistic Spectrum Disorder (ASD) and Learning

10.How do we evaluate the effectiveness of our SEN provision?

As an innovative and forward-thinking school, we are continually reflecting on our practice and looking for ways to make improvements. We value the views of parents, carers and young people and warmly welcome their feedback. We also evaluate the effectiveness of our SEN provision through a number of monitoring exercises and tools. These include:

- Outcomes and Provision Plans for specific children: target setting, key actions/provision and evaluation of impact
- Pupil progress meetings: analysis of pupil’s individual progress and attainment
- SEND review meetings with specialists and external agencies
- Ongoing monitoring of academic and non-academic progress

11. Who should parents and carers talk to if they have concerns about their child’s progress and attainment?

If you have concerns about your child’s progress you should speak to your child’s key teacher if they are a primary aged child or their subject specialist teacher if they are a secondary aged child. Please call 0161 509 2368 or contact us at learning@hospitalschool.manchester.sch.uk so that we can arrange a telephone call or meeting for you with your child’s teacher. If further support is required, your child’s teacher will discuss these concerns with their Site Leader and/or a SENCO or Assistant SENCO to agree on the next steps.

You can also speak to our Whole School SENCO or any other member of the Senior Leadership Team if you continue to have concerns about your child’s progress, attainment and general well-being.

12. How do we handle complaints from parents and carers of children with SEND about provision made at the school?

If parents or carers have concerns about the provision made at the school, they are always welcome to share these informally with their child’s teacher, a member of the SENCO team, or a member of the Senior Leadership team. We will always listen to these concerns and work with parents and carers to resolve them. If parents/carers remain concerned, they can request a meeting with one of our SENCOs and/or Executive Head Teacher to explore the matter further and see what else can be done. For complaints that are still not resolved please follow the complaints procedure outlined in our [Complaints Policy](#) which can be found on the Manchester Hospital School website along with an explanation of the process and any necessary documentation. The governing body will follow the procedure outlined in the policy.

13. What support services are available to parents and carers?

Service	Telephone	Email	Information
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Information, Advice and Support (IAS) Manchester	0161 209 8356	parents@manchester.gov.uk	For free confidential and impartial advice and support about any matters relating to Special Educational Needs and Disabilities of children and young people up to the age of 25 years.
SEN EHCP Team	0161 245 7439	SEND@manchester.gov.uk	Enquiries about requests for Education, Health and Care Plans including conversions of SEND statements.
Home to School Transport Team	0161 219 6400	hometoschool@manchester.gov.uk	Enquiries about home to school transport for children with statements of SEND or EHC plans. Please note that telephone enquiries are answered by Environment On Call.
Specialist Resource Teams Outreach and Family Support	0161 245 7180	shortbreaks@manchester.gov.uk	Enquiries about short breaks for children and young people with SEND.

Other useful websites include:

<http://www.autismeducationtrust.org.uk>

<http://www.autism.org.uk>

<http://www.thedyslexia-spldtrust.org.uk>

<https://www.minded.org.uk>

<http://www.mttp-travel-training.org>

Thank you for reading about our provision for young people with special educational needs. If you would like any further information, support or advice, please don't hesitate to contact us using the contact details on page one of this information report.

Appendices

Appendix A: Approach to Interventions at Manchester Hospital School

Our main approach to meeting the needs of our pupils is through adapted high quality teaching. All of our pupils are taught in small groups or on a 1:1 basis which allows our staff to adapt their practice and tailor their lessons around the needs of individual pupils. This in turn reduces the need for pupils to be withdrawn for additional provision or interventions. However, we recognise that for some pupils at our school, access to a structured intervention programme outside of their usual curriculum is required in order for them to make progress in specific areas.

We identify that a pupil requires access to a structured intervention programme when:

- Section F (Special Educational Needs Provision) of their EHCP states this
- Information collected from their home school on admission highlights this
- Information from medical professionals and other specialists such as Educational Psychologists tell us this
- Our teachers identify a need for intervention through their formative assessment and complete an Internal SEND referral form
- Analysis of summative assessment data highlights that a pupil requires additional support
- Analysis of other assessments such as the MHFE and Fresh Start Phonics screener highlight that the pupil requires extra support
- Discussions with parents/carers and pupils helps us to identify that a pupil needs extra help

Depending on the ratio of adults to staff and the curriculum offered, a different approach to delivering additional support and intervention is adopted on each site.

Pupils accessing their education in hospital, at home or in the community:

1:1 curriculum delivery in the hospital settings and through the HIVE allows for a highly personalised approach and means that every lesson is tailored around the specific needs of each individual pupil. For this reason, additional 1:1 interventions are not provided and, instead, additional support is built into the pupil's daily lessons. Staff employ a range of evidence based strategies and approaches to meet the needs of their pupils and support them to make progress, for example through the use of visual aids, task boards and specific programmes such as Colourful Semantics. Using information provided by the pupils' home schools and through our teachers' own baseline assessments, specific programmes of support to develop pupils' knowledge and skills are built into the pupil's existing curriculum and are detailed on their Personalised Learning Plans (PLPs) or on their Outcomes and Provision Plan (OPP) for pupils with an EHCP.

Galaxy House School

In addition to the specialist therapeutic support, which pupils receive as part of their treatment programme at Galaxy House, additional interventions such as Music Therapy and Therapy using Lego are arranged by Manchester Hospital School when it is deemed appropriate. These interventions are built into pupil's OPPs and progress is monitored towards intended outcomes.

Leo Kelly School:

The Leo Kelly School offers a range of intervention programmes for pupils who require additional support. Interventions are listed on pupils' OPPs and are monitored and evaluated through the school's own tracking systems.

We deliver interventions which are evidence-based to ensure that we are using programmes which have been shown to be effective. Please see table below for a list of some of the intervention programmes which are available at Manchester Hospital School.

Intervention	Planned Outcomes	Entry Criteria	Duration/Frequency	Member of Staff
Cognition and Learning				
IDL Literacy program: Spelling and phonics	-Improved word recognition strategies (including the use of phonics) - Improved language comprehension strategies - Increased self-confidence and motivation in class - Improvements in independent writing -Improved attitude towards English and other subjects in the curriculum	Literacy difficulties consistent with a diagnosis of dyslexia	2x a week for 30 minutes	Online programme - all staff
Precision Teaching	Improvement in specific gap in knowledge eg. Rapid recall of 9x table, ability to read list of keywords	Specific identified gap in knowledge eg. number facts, times tables, spellings, word recognition, phonics	10 minutes daily for 6 weeks	Trained teaching staff
Fresh Start	Accelerated reading progress Read unfamiliar words accurately Read with improved fluency	Phonic screener indicates gaps in phonic knowledge and word reading difficulties	25 mins at least 2x a week	2x Teaching Assistants
Catch up Literacy	Improvement in identified areas of Literacy Gain confidence in Literacy	Identified by subject teacher Low attainment or progress High levels of subject anxiety Catch up Literacy baseline assessment	3x a week	Dorian Reynolds
Catch up Numeracy	Improvement in identified areas of maths Gain confidence in maths	Identified by subject teacher Low attainment or progress High levels of subject anxiety Catch up Numeracy baseline assessment	3x a week	Dorian Reynolds
Social, Emotional and Mental Health				
Reflection/ Mindfulness	-Is able to describe at least 3 strategies that they can use to self-soothe -Uses self-soothing strategies when experiencing stress and anxiety -Demonstrates improved resilience in a variety of situations eg. when changes occur, when work is challenging -Will score within the average range for 'Emotional problems' (0-4) (SDQ impact questionnaire)	Demonstrating high levels of stress, anxiety or low mood Are of difficulty highlighted through MHFE tool	30 mins a week	Paul McAvady
Exam Anxiety Intervention	To be able to manage anxiety and stress around exams. To use reflection time to discuss any concerns, problem solve those concerns.	Experiences high levels of anxiety around exam period Reluctant to sit exams Exam avoidance Not performing in line with potential due to anxiety	1x a week for 30 minutes	Paul McAvady
Drawing and Talking	To be able to talk about own feelings To name strategies to help self when feeling anxious or worried To express thoughts and feelings through drawing	Difficulties with emotional regulation Difficulties with expressing self through words Benefits from quiet and calm activities	1x a week 45 minutes	Katie Fleming
Music Therapy	Improved self confidence and self esteem Higher levels of engagement and motivation in education Ability to express self through music Improve self-regulation	Difficulties with emotional regulation Difficulties with expressing self through words Low self-esteem	1x a week 45 minutes	Registered Music Therapists from Nordoff Robbins
Art Therapy	Improved self confidence and self esteem Ability to express self through Art Improve self-regulation Higher levels of engagement and motivation in education	Difficulties with emotional regulation Difficulties with expressing self through words Low self-esteem	1x a week 45 minutes	Registered Art Therapist
Communication and Interaction				
Therapy using Lego	To be able to use spoken language to explain how to build a model To listen to and follow a 2 step instruction from my peer	Social Skills: Lack of verbal engagement in the classroom Friendship concerns	1x a week for 12+ weeks	Paul McAvady Katie Fleming Ric Demby

	To share and take turns in a 15min+ activity To be able to name 5 things which help teams to work together To say 5 things which I have enjoyed about working as a team	Social communication needs May have an ASD diagnosis May have difficulties with expressive and receptive language		Diane Gardner Lisa Davis
Talk About for Teenagers	Improve social skills and ability to develop relationships Focuses on self-esteem, body language, conversational skills, friendship skills and assertiveness	Difficulties in any of the following areas: self-esteem, body language, conversational skills, friendship skills and assertiveness	1x a week 40 minutes	Teaching and support staff
Colourful Semantics	Indirectly works on developing a child's grammar through the use of: <ul style="list-style-type: none"> Spoken sentences. Answering W/H questions. Use of nouns, verbs, prepositions and adjectives. Storytelling skills. Written sentences and language comprehension. 	Difficulties putting sentences together. Confuse the order of words within sentences. Miss out verbs (action words) or key information from sentences. Have a tendency to start a sentence, trail off and then try again. Always use the same types of sentences.	1x a week minimum	Sarah Day, Laura Fawcett
Personalised programmes of support relating to speech, language and communication needs delivered by Speech and Language Therapist	Support to improve: <ul style="list-style-type: none"> Vocabulary and grammar Social communication skills 	Difficulties with expressive and receptive understanding. Difficulties with social communication skills, knowledge and understanding.	Tailored around the needs of the individual	Lianne Ferguson
Sensory and/or Physical				
Sensory Circuits	Shows lower levels of stress and is more engaged in learning. Able to reach level of alertness to access lessons	Difficulties settling into lessons and engaging in learning experiences Demonstrates difficulties with attention and focus, unable to remain on task for more than 10 minutes	At least 3x a week 15 mins for 12+ weeks (beginning of the day and afternoon)	Lisa Davis Rosa Rooney
Personalised programmes of support relating to specific health needs delivered by Specialist School Nurse	Support and advice related to sleep hygiene, healthy eating and weight management, drug and alcohol support.	Issues related to healthy lifestyles	Tailored around the needs of the individual	School Nurse