



Manchester Hospital School

SEND Information Report 2026-27

Support for your child at Manchester Hospital School

Our Whole School SENDCo is Gwen Rees-Moffitt. Gwen is our Deputy Headteacher -Inclusion and is assisted by a team of SENDCos /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 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 2027 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
SEND	Special educational needs and disabilities
SENDCO	Special Educational Needs and disabilities 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 condition, 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 SEND?

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 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 SENDCOs and Assistant SENDCOs 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 SENDCO 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 SEND?

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 and/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. We use our own teaching model - 'SQUADS' which is informed by Rosenshine's Principles of Instruction, the SEND Code of Practice and the EEF's 5 a-day rule.

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.
- 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, in addition to the 'About Me', 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 time with us, we complete baseline assessments. These give a clearly defined starting point to enable the teacher to build on prior learning and work towards a defined end point.
- We have teachers who are skilled, trained and experienced in working with pupils with a range of learning abilities and difficulties including PMLD, SLD and MLD pupils.

Leo Kelly School

- Pupils at Leo Kelly School are taught in registration groups depending on their age, ability and SEMH needs. There are five lessons in the school day with planned breaks in the morning and midday.
- 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.
- We teach pupils a 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 curriculums which support 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, talking, animal and Art therapies.
- A baseline assessment is completed at the start of a pupil's time with us. This gives a clearly defined starting point to enable the teacher to build on prior learning and work towards a defined end point.
- The Leo Kelly School has been Accredited as a Autism Specialist Setting by the National Autistic Society (Accredited 2024). This means that our provision at The Leo Kelly School is grounded in neuro-affirming practices.

The School at the Christie

- We offer sessions to children having planned treatment at The Christie (6 week treatment plan); we also offer these sessions to their siblings and children of parents having planned treatment.
- A trained teacher is timetabled each day to support the children to learn about topics related to their home school curriculum.
- Pupils can use these academic sessions to access the subject specialist's guidance. They can also choose to work independently.
- In addition to the academic sessions, we offer our Preparation for Adulthood curriculum which focuses on personal development. Pupils can also use the session to work independently on their home school work if they so choose.
- 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.

Teaching in the home (or in the community)

- Primary aged pupils who are on roll at The Leo Kelly School are taught one-to-one in the home or in an agreed venue with five lessons in the school week. Some secondary-aged pupils on roll at The Leo Kelly are also taught in the home or in an agreed venue due to their emotional wellbeing needs.
- Some pupils are discharged from hospital but are not yet well enough to attend school. These pupils are referred to the hospital school by hospital consultants and are taught in the home by hospital school staff until they are well enough to attend their home school.
- 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 to teaching in the home or in the community.
- 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 time with us. 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 School

- Pupils at Galaxy House School are taught in three groups depending on their age, ability and medical condition. There are five 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.
- 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 wellbeing.
- 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 time with us. This gives a clearly defined starting point to enable the teacher to build on prior learning and work towards a defined end point.
- Galaxy House school has been Accredited as a Autism Specialist Setting by the National Autistic Society (Accredited 2024). This means that our provision at Galaxy House School is grounded in neuro-affirming practices.

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, and additional to the 'About Me' 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 time with us. This gives a clearly defined starting point to enable the teacher to build on prior learning and work towards a defined end point.

Online learning

- In addition to our face-to-face teaching and learning, we also offer online lessons for pupils who are not able to access learning in the school building or through home teaching. These live lessons are taught online using google classroom and are tailored to the needs of the individual pupil. The pupils are either taught one-to-one online or in a small group.
- 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 online lessons.
- We teach pupils a 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 curriculums which support development in the core skills outlined in the SEND code of practice for employment, independent living, health and society and community participation.
- A baseline assessment is completed at the start of a pupil's time with us. 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 curriculums 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 SEND 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 summer fair. We also use surveys to gather the views of parents and carers throughout the school calendar year.

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/carers 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. We have also established a parental engagement group at The Leo Kelly School; the parents involved volunteer their time to offer their perspective on our school provisions.

At Galaxy House School, 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, 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.

At 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 SEND 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 student council.
- We regularly gather pupil voice with online surveys, these are scheduled throughout the school calendar year.
- 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. We use trauma-informed approaches at all of our sites which prioritises building positive, purposeful relationships where staff are skilled in active listening, empathy and compassion. Our staff act as emotionally-available adults for all our pupils.

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. Some pupils who receive education from our school will reintegrate back to their home school, on to a specialist school, a new school or on to further education when appropriate and they are able. 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

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 reintegrate back to their home school following a short term placement at The Leo Kelly School. For other pupils, it may be deemed appropriate for the pupil to move on to a more specialist setting, a new school or an alternative provision. This decision will be made in consultation with the pupil, their parents/carers, the local authority and with other relevant professionals. For those pupils who remain at The Leo Kelly School 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. 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 planning and support is in place.

The School at Galaxy House

The majority of patients at Galaxy House School 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 pupils in the hospitals, their home schools are contacted when they join our school roll 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 team of school SENDCOs.

Teaching in the home (or in the community) or online

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 the pupil's individual 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 involved.

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. We have a bespoke personal development curriculum and a wide range of curricular and extra-curricular activities which focuses on developing the key skills needed to prepare for adulthood.

At The Leo Kelly School, Galaxy House and for pupils taught in the home or in the community, we use a scaled assessment wellbeing measure called EPOCH. EPOCH aims to:

- Provide a 'temperature check' or 'snapshot' of a young person's well-being
- Identify the strengths and difficulties of a young person
- 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, Music therapy, animal and art therapy.
- Access to quiet spaces and sensory resources (including a sensory room)
- 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 School 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 SEND?

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

Gwen Rees-Moffitt (Deputy Headteacher - Inclusion)

Sarah Day (Assistant headteacher - Outreach)

Jo Yates (Lead SENDCo)

Pip Kehoe (Assistant SENDCo for Galaxy House)

Laura Fawcett (Assistant SENDCo- hospitals)

Hannah Selby (Assistant SENDCo - hospitals)

Andrew Mclean (Assistant SENDCo - Leo Kelly) is currently working towards achieving this qualification (NPQ SEND).

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
- National Autistic Society advisers
- And many others...

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 team of SENDCOs 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:

- Trauma-Informed Practice
- Subject-specific strategies for teaching neurodivergent pupils
- Teaching and supporting pupils with PDA (delivered by Speech and Language Therapists)
- Medical needs training
- Teaching and supporting pupils with Acquired Brain Injuries

10. How do we evaluate the effectiveness of our SEND 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 SEND 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
- Monitoring of the impact of interventions

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 the subject specialist teacher if they are a secondary aged child. Please call 0161 509 2368 or contact us at office@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 SENDCO or Assistant SENDCO to agree on the next steps.

You can also speak to our Deputy Headteacher - Inclusion, 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 SENDCO 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 SENDCOs and/or Deputy Headteacher - Inclusion 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
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:

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

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

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

<https://tfgm.com/accessibility/travel-training>

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 EPOCH, STAR reading 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 teaching in the home allows for a highly personalised approach and means that every lesson is tailored around the specific needs of each individual pupil. 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, Art 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				
Fresh Start Phonics	-Improved word recognition strategies (including the use of phonics) - Improved language comprehension strategies - Increased self-confidence and motivation in class - Improvements in independent reading and writing -Improved attitude towards English and other subjects in the curriculum	Reading age significantly below chronological age Reading ability suggestive of phonics gaps Literacy difficulties consistent with a diagnosis of dyslexia Phonic screener indicates gaps in phonic knowledge and word reading difficulties	3x a week for 30 minutes	Trained Fresh start TA
Guided Reading	-Small group reading of shared text - identified as appropriate level for pupils. reciprocal reading approaches used to improve a range of reading skills	Reading age below chronological age Reading ability suggestive of gaps in vocabulary and skills of comprehension Literacy difficulties consistent with a diagnosis of dyslexia	1 x a week for 60 minutes	Trained English specialist teacher
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	Trained TA
Social, Emotional and Mental Health				
Reflection sessions	-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	Demonstrating high levels of stress, anxiety or low mood Identified through wellbeing measure	30 mins a week	Trained member of support staff
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
Animal Therapy	Improved self confidence and self esteem	Difficulties with emotional regulation	1x a week 45 minutes	Trained TA

	Improve self-regulation Higher levels of engagement and motivation in education	Difficulties with expressing self through words Low self-esteem		
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 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 Skills: Lack of verbal engagement in the classroom Friendship concerns Social communication needs May have an ASD diagnosis May have difficulties with expressive and receptive language	1x a week for 12+ weeks	Trained TAs and Registered Lego Therapist
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	Trained Teachers
Personalised programmes of support relating to speech, language and communication needs delivered by Speech and Language Therapist Including HAVEN	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	Speech and Language Therapist
Travel Training	Support to improve independence and confidence with using public transport, speaking with the public, planning a route and handling money / payment cards.	Any pupil with this named on their EHCP in section F will be referred for this intervention. Pupils and parents can request this intervention. Pupils needing this support due to a transition to college / home school will be referred by the SENDCo	Tailored around the needs of the individual	Trained support staff
Studio School	Support to improve confidence in working with the public, being in a busy and noisy space. The Intervention requires pupils to plan, produce and record an original piece of music in a professional music studio. Travel training for the journey to and from the venue.	The SENDCo will refer pupils for this intervention based on need. Pupils and parents can request this intervention.	6-8 week course (1 morning or afternoon each week)	Trained support staff for journey to and from venue. Trained music technicians working with the pupils at the venue - experienced in working with young people with SEND.
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)	Trained TAs
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