

Local Offer SEN and Disability

Provider Agency	Seashell Trust
Provision	Royal School Manchester
Provider Type	Independent
Address	Stanley Road, Cheadle Hulme, SK8 6RQ
Telephone	0161 610 0100
Email	Info@seashelltrust.org.uk
Website	www.seashelltrust.org.uk
Description of Provision	<p>Royal School Manchester is a non-maintained independent special school. The school is Autism Accredited and has the skills and expertise in meeting the needs of young people aged 2 - 19 years with one or more of the following conditions:</p> <ul style="list-style-type: none"> ▪ Autism Spectrum Conditions, ▪ Multi-Sensory Impairment ▪ Hearing or Visual Impairment with additional needs ▪ Profound and Multiple Learning Difficulties ▪ Complex physical difficulties ▪ Auditory Processing Difficulties ▪ Additional medical needs including progressive or degenerative conditions
Placement Types Available	<ul style="list-style-type: none"> • Primary Phase placement • Day placement • Link placement with local special school
Service Delivery	<p>Royal School Manchester is fully accessible with an extensive range of facilities including specialist teaching and personal care environments, IT suite and life skills room, sensory rooms and sensory integration rooms, art room and ceramics, hydrotherapy pool, swimming pool, inclusive fitness suite and sports hall.</p> <p>Teachers with specialist skills and qualifications in the mandatory qualifications, hearing impairment, visual impairment and multi-sensory impairment, and also in autism.</p> <p>Teaching Assistants trained to level 3, including a high number of qualified Intervenors, Autism specialists, Habilitation Support.</p> <p>Speech and Language Therapy Occupational Therapy Physiotherapy Audiology Assistive Technology</p>
Age Range	2 – 19 years
Area Range	Royal School Manchester is a National specialist provision

Opening times Royal School Manchester Residential provision available in children's home
38 weeks per year Up to 52 weeks per year

Royal School Manchester supports young people with...

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|------------------------------|----------------------------|
| ✓ Severe Learning Disability | ✓ Visual Impairment |
| ✓ Learning Disability | ✓ Hearing Impairment |
| ✓ Autism | ✓ Communication Impairment |
| ✗ Mental Health Conditions | ✓ Physical Impairment |

Accessibility and Inclusion

Individually designed curriculum to support inclusion through the development of communication, independence, self-advocacy, work skills, leisure pursuits and community access.

All teaching rooms and facilities are accessible. Door swipe system in operation for specialised areas.

Teaching and Learning

The Royal School supports pupils with an individualised approach to learning that is based on engaging pupils in learning through motivation, personal interest and by using their strengths and preferences to develop their communication. Physical, sensory integration and sensory processing difficulties are met through ensuring, where reasonably practical, that the environment and approach to learning are supportive, appropriate and stimulating.

Learners benefit from a broad and balanced curriculum using a sensory approach aimed at developing communication, physical development independence and life skills. Coverage of the curriculum is based on individual need rather than key stage. Teachers plan individual schemes of work and ensure that acquired skills are presented through age appropriate activities and in different contexts.

We have small class groups and excellent staffing ratios. Our teaching staff have mandatory qualifications in MSI, VI, HI and also Autism.

We provide 1:1 and sometimes 2:1 support from learning support assistants trained to Level 3 in supporting teaching and learning and including qualified Intervenors for MSI learners and qualified staff for students with ASC. We have expertise in the use of specialist strategies for teaching young people with limited functional communication.

We use a Total Communication approach with expertise across teaching, support and therapy teams in signing, picture communication, tactile communication, electronic communication devices and objects of reference.

Learners work through individual timetables on their own study programmes therefore progress is monitored against themselves rather than against their peers. This method of assessment is necessary as each learner is different, working towards different goals using different methods.

Progress Monitoring and Review

MDT baseline assessments identify the long and medium term goals and class teachers identify the short-term targets to enable learners to achieve these longer term goals through their individualised curriculum. Teachers, therapists and support assistants evaluate and monitor pupil progress

Person-centred reviews are conducted annually.

We provide regular feedback to students and operate an 'open-door' policy so parents/carers can contact us at any time.

Safeguarding

Safeguarding measures in place include:

- Designated Safeguarding Lead and a team of Deputies
- Safeguarding Officers
- All staff are trained in safeguarding at Induction and then attend regular refresher courses
- Individual student risk assessments
- Activity risk assessments
- Room risk assessments

- Off-site policy and procedures
- Safe learner teaching
- Safer recruitment practices
- Cause for concern forms
- Whistleblowing policy
- Strong links with Stockport MBC Safeguarding team
- Restricted site access

Health and Emotional Health and Wellbeing

Seashell employs a Registered Nurse, Behaviour Coordinator and a Mental Health Nurse who are based on site.

In addition, the following services are provided:

- On-site GP appointments
- Staff certified to administer medication
- First Aiders
- HTLA with specific responsibility for Learner Voice
- Regular staff training

We have a strong focus on the development of communication skills across the curriculum, with expertise in enabling all students to develop self-advocacy skills. Our approach supports all students to express their views and effect some changes in accordance with their wishes and choices. We are a person centred organisation.

We use specialist teaching resources and strategies for social communication, interaction and flexible thinking.

Our behaviour policy can be found [on our website](#).

Students are offered debriefs following any incidents.

We hold family events and provide activities for siblings

We have a student council who effect change within the organisation based on the student wishes and preferences.

Students are supported over lunch and break time with eating, drinking and personal care and in facilitating leisure activities. Speech and Language therapists are available at lunchtimes for additional support.

Communication with parents/carers

- Regular contact with parents/carers from class teacher and key worker via email or telephone.
- Daily communication through school-home book.
- Access to staff
- An 'Open Door' policy

Working Together

- Our Family Services team hold family events for parents/guardians
- We are working to gain Genuine Partnership Award for coproduction
- HTLA for 'Learner Voice'
- Access
- Newsletters
- Organisation of MDT meetings

Family Link Worker:

- Provides support at internal and external meetings
- Organisation of third party meetings
- Signposting to relevant information
- Runs workshops for parents/guardians
- Runs events to bring families together

Help and Support

- Family Link Worker – can provide support to complete paperwork, home visits and emotional support through difficult times.
- HTLA for Transitions

- Registered Manager supported by team leaders in all residential houses
- Short breaks registered manager
- Behaviour support available
- Meetings arranged at school or in the home

Transition Planning

We have a HLTA with responsibility for transitions – both micro and macro transitions. She works closely with students and their support team to ensure all transitions, in and out of the organisation, between classes and residential houses, and to and from new activities are managed sensitively and smoothly.

Enrichment

The Duke of Edinburgh Award scheme is an exciting prospect for our students with the chance to gain bronze, silver and gold awards.

We work closely with outside agencies, including theatre groups and the Halle, to provide a wide range of stimulating experiences.

We hold half termly theme days to ensure students experience cultural diversity.

Admission criteria

The School can meet the needs of a broad range of students:

- Students on the Autistic Spectrum with limited or no verbal communication.
- Students with profound and multiple learning difficulties including sensory difficulties/sensory processing difficulties.
- Students with severe/complex learning difficulties and/or physical disabilities and communication disorders.
- Students with multi-sensory impairment and severe learning difficulties.
- Students who are deaf and have severe learning difficulties.
- Students with severe learning difficulties and complex medical conditions.

Referral process

The school has expertise in working with young people with low-incidence special needs including Autistic Spectrum Condition, Deafblindness/Multi-Sensory Impairment, Hearing or Visual Impairment with additional complex needs and Profound and Multiple Learning Disabilities.

The initial stages of the referral process include a visit to the site by the family, a review of their Education, Health and Care Plan and may also include a visit by Seashell to the young person in their current placement.

A multi-disciplinary assessment is undertaken on-site at Seashell and this forms the basis of our placement offer.

How to access our services

The child / young person and their family should liaise with their local authority prior to making an application to Royal School; for residential applications this should include social services.

Is there a waiting list?

Assessments are undertaken and placement offers made during the year. Students commence placements at Royal School at any time during the year, according to their needs.

Fees

Fees are bespoke and reflect the needs of the individual child / young person and are determined following assessment.

Additional information

Royal School offers students the opportunity to participate in the Duke of Edinburgh Award Scheme. We have a full multi-disciplinary team at the school including specialist teachers, learning support staff including Intervenors, speech and language therapists, occupational therapists, physiotherapists, audiologists, Habilitation worker, assistive technologist, behaviour management specialist and mental health practitioner, nursing team, registered care managers and residential support workers.

Contact

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