

**Seashell** Royal School Manchester

## SEND Policy

## **The school and its facilities**

Royal School Manchester is a non-maintained special needs school, based in Manchester, registered to educate children aged 2-19.

We provide tailored education and support for children and young people with severe and complex learning difficulties, low incidence disabilities, complex health needs, and autism. We offer day and residential placements. In addition to our school, all children and young people who attend the school have significant communication difficulties.

- Sensory Integration room and facilities outdoors
- Specialised ICT equipment with a range of access devices
- Audiology Clinic
- Our on-site audiology clinic allows our resident audiologists to carry out hearing assessments as well as routinely manage and fit hearing aids.
- Sensory Rooms
- Swimming Pool and Hydrotherapy Pool
- Sport Halls, Climbing Wall and Fitness Suite
- 3G Sports Pitch
- Learn to Ride Track and Off-Road Trails
- Minibus

## **Ethos and Values at Royal School Manchester**

Our child-centred approach means that we better engage pupils by identifying what motivates them, what they're interested in, their strengths, and aspirations and use this as a foundation for learning. Supporting people with learning difficulties in the classroom enables us to deliver opportunities that are purposeful and specific to each child.

We aim:

- a) to meet our pupils educational needs by access to an appropriate curriculum according to individual needs
- b) to provide teaching and therapy support to develop children's ability to communicate, including the use of alternative means of communication, so that they have control and choice in their environment
- c) to ensure all children grow in their independence and self reliance to become confident and capable learners
- d) to gain the involvement of parents in their children's learning
- e) to set achievement targets and monitor their success

## **Allocation of resources**

The aim is for class size to be no greater than 6 pupils in each class with one teacher and a high staffing ratio, all children are assessed individually, with the majority requiring a high level of 1:1 support and some have 2:1 for aspects of support. This is reviewed at least annually or as required and adjusted according to changing needs. Amongst our team, we have teaching staff have achieved additional specialist teaching qualifications or are in the process of studying for them. This is reflective of our commitment to delivering high-quality levels of learning when we are supporting complex learning difficulties in the classroom. Specialist teaching qualifications include autism and mandatory teaching qualifications for

multi-sensory impairment, visual impairment and hearing impairment. We also offer British Sign Language.

### **Specialist support**

Every child at Royal School Manchester has an expert multidisciplinary team supporting them, delivering learning support strategies designed specifically to help each child achieve their full potential. This approach has enabled us to build a long-standing track record of achievement and success when it comes to special needs teaching.

Our in-house therapy team provides a tailored and comprehensive package of therapeutic support, maximising pupils' opportunities to learn, develop, and engage with the world around them. Our team of occupational therapists, physiotherapists, speech and language therapists, music and art therapist and audiologists work collaboratively alongside education and residential care staff to ensure the most effective learning support strategies are in place.

Our pioneering assistive technologists ensure students have access to the latest technology to assist them in daily life and maximise their learning potential. They are constantly researching the latest innovative technologies to promote independence and develop communication

Seashell provides a registered nurse-led service available to all students on a daily basis and in accordance with individual needs. The registered nursing team works as part of the wider multidisciplinary team to provide and promote holistic care for all students with SEND. The nursing team works closely with student GPs, neurologists, psychiatrists, paediatricians, dentists, dieticians, and podiatrists.

### **Identification and review of pupils' needs**

All pupils are admitted into school with an Education, Health and Care Plan already in place. A Senior teacher is the Special Educational Needs Coordinator. Royal School pupils with an Education, Health and Care Plan will have IEP which works towards the outcomes in the EHCP (section E). An 'annual review' of the EHCP takes place each year. This review will examine their special educational needs, consider how well they are being met and progress towards the outcomes in the plan. Each of the professionals involved with the child write reports on their involvement over the past year, and indicates the action or objectives they plan for the coming year. The programme of Annual Reviews is planned by the end of the summer term for the following academic year with a clear timetable for the collection and distribution of reports. Careful consideration is given to the decision of who is to be invited to the Annual Review in order to give a full picture of the child e.g. staff from integrated placements. The Annual Review meeting is held at school, and parents and staff from other agencies are invited. Each child is at the centre of the meeting, their views and feelings being represented by staff and parents/carers. The review discusses the reports and takes account of the views expressed by the parents/carers. At the end of the review meeting, amendments are drafted on the EHCP ready for the SEN section of the LA to update. Action and recommendations are noted, detailing decisions made and targets are set for the coming year. A copy of this report is sent to the parents, to the Local Authority, and to all parties who were invited to the review meeting.

### **The School Curriculum**

Our broad and balanced curriculum focuses on physical development, communication, independence and the skills that mean every child can live a more creative, happy and independent life. Communication and interaction with others, including social skills, are key

to learning and our multi-disciplinary team of specialist support staff work together to find the tools and communication style that work most effectively for each child.

We strive to give our students the skills, understanding and confidence to be able to communicate their needs and wants, understand information about their experiences and express their preferences. Each child follows a bespoke programme of study tailored to meet their individual needs and aspirations identified within their EHCP and through assessment. Our learning support strategies are adaptable to the child's circumstances, whether the child is in school, our residential houses, at home with their family, or out in the community.

### **Preparing for the future**

Royal School Manchester recognises the importance of creating bespoke, person-centred learning support strategies that support all children and young people to experience positive small and large transitions. Our vision is to ensure each young person's strengths, aspirations and what is important to them is celebrated and used to inform their planning and preparation for adulthood.

Preparation is fundamental in understanding the needs and views of the young people at Royal School Manchester to support the development of their learning support strategies. In year nine, the Individual Education Plan will be supported annually by a person-centred review process, including aspirations, barriers and desired outcomes relating to education, employment, independence, health, friendship and community. This review process continues throughout key stages four and Post-16, whereby, once a future destination is identified, a bespoke transition plan is put in place alongside the young person.

### **An enriched learning experience**

Our inspiring, sector-leading approach ensures that Royal School Manchester pupils enjoy an enriched learning experience with fantastic life opportunities and experiences. Led by our artists and musicians in residence, our exciting and innovative arts programme encourages children to express themselves and build confidence and understanding of the world.

Our horticulture programme uses hands-on learning outdoors to expand personal, social and technical skills in the fresh air. By taking part our children and young people build self-esteem and independence while learning about the importance of nature.

Seashell is working towards becoming a national centre of excellence for inclusive sport and our excellent facilities include a fully accessible swimming pool, football pitch, fitness suite and climbing wall. Children access our Active programme which breaks down barriers to enjoy a wide range of sport and leisure activities.

Seashell is a licensed Duke of Edinburgh Award scheme hub and students follow the awards programme each year, developing confidence, self-esteem and social skills while enjoying amazing new experiences.

### **Advanced Autism Accreditation**

Royal School Manchester has been Autism Accredited with the National Autistic Society for a number of years and is proud to have achieved Advanced Status. This means that our school programme is deemed to provide highly creative and very personalised support to enable each autistic person to achieve positive outcomes.

## **Governors**

The Governing body routinely evaluates the quality of the education that is provided to Valley pupils. It is responsible for ensuring the appropriate structures to achieve this are in place e.g. IEP's which are linked to pupil's progress, annual reviews with the formulation of clear targets to work on. The head teacher provides written reports for termly Governors meetings. The monitoring of the school improvement plan is an agenda item for each meeting. Governors are linked to specific areas, health and safety, Safeguarding etc. They come into school for routine and special events and are encouraged to take an active part of school life.

## **Complaints**

The school places partnership with parents as a high priority. Much effort is made to ensure that communication is kept open and parents feel confident to discuss any queries or concerns at an early stage should they arise. In the event of a formal complaint the school would follow Seashell's complaints policy.

## **In Service Training**

A high importance is placed on staff in-service training and this is regularly reported to the governors by the head teacher. Governor's oversee in the school improvement plan ensures they are able to monitor specific training. A school training log is kept. Governors are invited to attend in-service training.

## **Partnership with parents**

We pride ourselves on the excellent relationships we build when working with parents of children with SEND, as well as carers and other professionals. Our close relationships with these stakeholders, alongside our family support services, allow us to deliver outstanding outcomes and positive experiences for the children and young people in our care, whilst simultaneously providing parents and carers with invaluable support.

We believe in offering tailored family services and support to help ensure that parents and carers can better cope with the challenges they face. We strive to provide excellent help for parents with special needs children and young adults in the shape of our special needs residential schools. Children with special education needs and disabilities deserve the opportunity to thrive in the same way any other child does. Below we have listed some of the key aspects of our family support services.

## **Working with families of children with SEND**

Our Family Support Services team liaises with families throughout the duration of their journey with Seashell. This collaboration with family members and the parents of disabled children begins with their initial enquiry and lasts right through to planning for the long-term future of their loved one.

Seashell's family link workers are on hand to provide guidance, support and help with disabled young people, including respite care for children. Our family support services are always available to provide information and advice that will benefit the individuals in our care and their families.

## **Empowering parent carers**

We provide opportunities for people to have their say about the services we offer here at Seashell, and beyond.

Parents of children and young adults with disabilities are encouraged to provide us with feedback about all of our services, including our family support services, through the local parent carer forum, Parents and Carers Together Stockport. This forum is a group of parents and carers of disabled children who work with local authorities and other organisations to ensure the services they plan and deliver meet the needs of disabled children and their families.

Many of the events that Seashell offers to families are delivered in partnership with parents and carers of children and young adults with SEND, thanks to Parents and Carers Together Stockport. Seashell also works closely with Stockport Action Youth Speakers (SAYS), offering a place for young people with additional needs and disabilities to have their voices heard in a safe, friendly environment. Through this partnership, these young people are given the opportunity to shape services for future generations.

Our on-site family flat is a core offering of our family support services. This is a great resource for families who are looking for help with their disabled child, whilst allowing them to stay connected and engaged with their loved one's Seashell journey.

## **Transition**

Transition programmes to support children moving from Royal School Manchester are well established. Each transition is planned individually and support leavers to progress to a range of destinations including education, supported living and social care settings.

## **Links with community and business**

Volunteers work in school on a regular basis. Royal School Manchester benefits from fundraising and support from local businesses who support projects and offer work experience placements over the school year.