

## The Manchester Federation of EBSD Schools

### SEND Information Report

July 2019

The Manchester Federation of EBSD Schools consists of two Key Stage 2/3 centres (11-14); Southern Cross and Meade Hill. The ARC is provided for children with poor patterns of attendance and engagement in Key Stage 3 and offers a specialised programme to re-integrate the pupils back into Meade Hill and Southern Cross. We have two Key Stage 4 centres (14-16); Castlefield Campus and Wythenshawe Campus. All of our pupils have to have a statement or Education Health and Care Plan which is reviewed annually. The statement or plan will name social, emotional and mental health difficulties as their primary need.

The offer at each centre is slightly different and where there are differences these will be indicated throughout the document.

#### What is our school aims?

### Our vision

**Our aim is to give our students the best possible education in a safe, healthy and happy school where everyone matters and where learning is at the heart of everything we do.**

### Our values

- Positivity:**
- We engage children in learning to allow for all pupils to have a positive experience of education.
  - We recognise pupils' progress daily. All of our pupils achieve and this is rewarded and celebrated.
  - We promote positive relationships between parents/carers, pupils and staff.
  - Mutual respect and tolerance are central to our ethos.
- Understanding:**
- We use a nurturing approach to meet pupils' individual needs.
  - We have a good understanding of our learners and when they need support.
  - We want the best outcomes for our children and share their parents'/carers' hopes and aspirations.
  - Individuality and diversity are celebrated.
- Personalised:**
- We develop tailored programmes relevant to a pupil's individual needs and interests.
  - We adapt the learning environment and curriculum to allow young people to feel safe, secure and enable them to achieve.

We provide our pupils with a range of strategies to help them to succeed in life.

The child is at the heart of everything we do.

**This information is to outline you of the types of support available for your child in the Federation and how you can access this support.**

### **Policy for Identifying and Assessing SEN**

On entry to any one of our centres, each child undertakes a series of assessments to help us to better meet their needs. Although all pupils come to the school with a range of assessments about their ability, we often find that this is out of date. We ask each child to complete a Cognitive Ability Test (CAT). This gives us a measure of a child's underlying abilities and allows us to set challenging targets for all pupils. Along with the testing of reading comprehension, single word reading and single word spelling, it also helps to identify any specific learning difficulties. It can help to identify reasons behind behavioural difficulties, such as a child not understanding the work that they are given.

We also spend time to find out their specific needs in literacy and numeracy so that these can be addressed in all lessons. In addition, they can be provided with 1:1 support to help them make progress. We carry out a dyslexia screening test on all pupils, to give an indication of possible dyslexic tendencies which act as a barrier to learning.

Finally, we use the 'Pupil Attitudes to Self and School' (PASS) online assessment, to provide a measurement of a pupils' attitudes towards themselves as learners and their attitudes towards school. Along with our work on emotional literacy and the Emotional Literacy Assessments, this helps to identify any underlying social issues that provide a barrier to learning and to put in place, strategies for helping the pupil to become a better learner.

All completed testing, allows us to set specific targets for each learner in their Pupil Progress Plans. These cover targets for literacy, numeracy, emotional development and attitudinal development. The targets are reviewed on a half termly basis, allowing close tracking of progress.

The final section of the Pupil Progress Plan, is a behaviour plan which is completed with the pupil. This rates children's emotions from relaxed to furious, thinking about what the feelings look like, how they feel, what the pupil can do, and what staff can do, to help them back to their relaxed state. These are updated on a termly basis.

### **Contact Details of the SENCO**

There is a SENCO (Special Needs Co-ordinator) on each site.

They can all be contacted by telephoning the school or sending an email.

The contact details for each site are as follows:

Castlefield Campus, Mr Noble 0161 234 5670 or [admin@castlefieldcampus.com](mailto:admin@castlefieldcampus.com)

Meade Hill School, Mr Openshaw 0161 696 0764 or [admin@meadehill.manchester.sch.uk](mailto:admin@meadehill.manchester.sch.uk)

Southern Cross School, Ms Thomson 0161 881 2695 or [admin@southerncross.manchester.sch.uk](mailto:admin@southerncross.manchester.sch.uk)

Wythenshawe Campus, Ms Ochana 0161 490 7070 or [admin@wythenshawecampus.com](mailto:admin@wythenshawecampus.com)

### **Arrangements for Consulting Parents and Pupils**

We believe that parents and carers have a vital role in ensuring the success of pupils in the Federation and we are keen to involve them in all aspects of their child's education. We understand that parents hold key information about how to get the best out of our pupils.

Regular contact is made through daily/weekly phone calls from form tutors. These update parents/carers about the positive contributions their children have made and any issues which may have arisen during the week. Parents and carers are welcome to come into school, to discuss any concerns they have with a member of staff, either at the end of the school day or at a pre-arranged appointment during the school day.

Parents/carers are also required to attend the annual review of their child's statement or EHC Plan.

There are other opportunities for parents to attend formal or informal meetings such as coffee mornings, awards ceremonies and sporting activities.

We very much value the views of our parents, carers and young people. Throughout the year, we arrange opportunities for parents to complete a questionnaire about their views on school. We also make time available for pupils to complete a formal questionnaire about their experience of school. In addition, we ask all pupils to complete the PASS survey and we have regular informal discussions with them about how to improve school.

Each site has a School Council which considers a range of matters of importance to pupils. The school councillors consult with their form groups and their views are fed back to the senior leadership team.

### **Approach to Teaching Students with SEN**

All students in school receive quality first teaching in the classroom. This means that a range of teaching and learning styles are used and that appropriate learning objectives are set for all students, embedded in a curriculum matched to their needs.

All classes are supported by teaching assistants. Additional small group work or one to one programmes are offered, where needed. These programmes cover both core areas of the curriculum together with social and emotional development work.

Very occasionally, a student may follow an individual programme, bespoke to their needs. This involves working with a member of staff and joining groups as appropriate. These pupils are those whose needs demand additional resources in terms of staffing or curriculum provision. Their needs arise from very complex learning, communication or mental health reasons and may result in challenging behaviour. These pupils follow a highly personalised curriculum, designed to better meet their needs and with the aim of gradually returning them to the core offer.

In order to provide the best education and care for pupils, The Federation has developed a range of therapeutic interventions. We employ an Art Therapist and Drama Therapist to work with pupils individually and in groups. The therapists also deliver staff training to help the school work holistically and better meet the needs of the pupils. The therapists work alongside our dedicated

CAMHS worker, Educational Psychologist and other agencies, at our regular Welfare and Well-Being Meetings.

### **Teaching Strategies Used**

- Small group teaching
- 1-1
- Practical lessons
- Use of ICT
- Personalised learning which can include, commissioning curriculum support from a partner organisation where we cannot offer particular courses, e.g mechanics, building etc.
- Outdoor education
- Practical activities, such as gardening

### **Provision/resources to support pupils**

#### **Meade Hill**

Meade Hill School provides education for KS2 and KS3 pupils who have an EHC plan for SEMH. The school follows the National Curriculum with some adaptations, in order to meet the individual needs of pupils. In addition, we have a comprehensive PSHCE Curriculum which focuses on pupils' emotional needs and wellbeing. We provide curriculum enrichment which offers pupils the opportunity to engage and experience extra-curricular activities which further their learning experiences.

On entry to the school, all pupils have a range of academic and emotional assessments which provide a detailed profile of individual pupils which we can then use to tailor the curriculum to their individual needs.

This information is then used to set challenging academic targets and to help pupils catch up on learning they may have missed in previous schools. Behaviour and academic targets are monitored regularly and reviewed every half term.

We pride ourselves on our academic attainment whilst supporting those children who are less able. All staff have additional training in order to meet the complex behaviour and learning needs of our pupils. We have a focus on literacy and use Fresh Start, a catch up phonics scheme, which supports reading, comprehension, spelling, handwriting and composition; this is essential for children struggling with literacy. We have a designated time, after lunch, where 'Everyone Reads in Class' (ERIC), here all adults listen to the pupils read and promote and encourage a love of reading and books. In addition, we have rolled out the Morrells Handwriting Scheme, to all pupils, which is having a significant impact on handwriting and presentation across the school.

We have a comprehensive timetable of interventions for pupils, where children can get support for low literacy and numeracy skills. We have a designated 1:1 TA who runs these sessions and a number of teaching staff also offer this support.

We are fortunate to have moved into a purpose built building in 2009, as a result, we have a fantastic learning environment, which by design, supports children with SEMH. The large classrooms and wide corridors make transitions around school easy.

We have a Healthy Schools Policy where school provides a healthy breakfast, snack at break time and lunch.

We work hard to promote the safety of pupils, at school, in the community and on-line. Teaching pupils strategies for staying safe and not engaging in anti-social behaviours or criminality.

We have a Family and Pupil Liaison Officer with responsibility for safeguarding who works with families to improve their engagement with school and education.

We have a well-equipped science laboratory which supports the science curriculum and allows children to undertake experiments in a safe environment and prepare them for GCSE science in Year 11.

We have a newly developed Food Technology room, which houses five ovens and work stations, making it suitable for whole class learning. Our Food Technology Instructor plans and delivers a range of lessons which equip pupils with the important life-skills they will need for independent living in the future. We also deliver AQA Certificates in specific aspects of this subject.

We have a purpose built gym which is set up for a range of sports including basketball, football, badminton and tennis. The PE curriculum offers a full range of sports activities and there is a weekly football session, at an indoor pitch, for those pupils with the highest behaviour points. We have an arrangement with a local swimming pool and the children are able to have weekly time in the water or structured swimming lessons for the less able.

We have an outdoor paved sports court which is used at break times and for PE lessons. This is vital in a SEMH school, to encourage pupils to learn to play and engage socially. We use a local cycling scheme, with adapted bikes, to support children learning to ride a bike.

We have a well-resourced therapeutic garden where children, who have more vocational interests, can spend time growing and nurturing a range of produce. In addition to this, we have hatched and kept a number of chickens which improved pupils' caring skills and animal husbandry. The eggs and garden produce were then distributed, to a number of projects, in the local community which supported community cohesion.

We have a qualified first aider, on site, at all times but have weekly visits from the school nurse to support more complex medical needs. She runs a pupil drop in service on a Friday so pupils can discuss any medical concerns they may have.

A vital part of any SEMH school is to use rewards, to motivate the pupils, to achieve in lessons. At the start of everyday, each child has a task sheet which is a visual timetable that gives them an understanding of the day ahead. This is taken to every lesson and good behaviour and achievement is rewarded with points. On the back of a task sheet is a place for teacher comments. The task sheet is completed at the end of every lesson, in partnership with the pupil, so they are clear on the effort and progress they have made. Points are collected at the end of every day and every week to provide an overview of the pupils' progress. We understand the importance of working in partnership with parents to ensure the best outcomes for their children so task sheets are sent home, at the end of every day, so parents have a good understanding of their child's day.

Every Friday afternoon, the school has Golden Time, which is dependent on the number of points achieved. The weekly totals are collected and at the end of every half term, reward trips are organised for Attendance, Behaviour and Achievement.

At Meade Hill School, we pride ourselves on providing a quality education as well as developing and improving the social and emotional well-being of our pupils.

### **Southern Cross**

The Southern Cross curriculum is based broadly on the National Curriculum requirements for Key Stage 3. In addition to this, we have an intense PSHEC curriculum which focuses on pupils' emotional needs; ensuring pupils are ready to learn. We also have a focus on literacy through the Fresh Start programme and targeted 1:1 literacy interventions

To help support engagement and attendance we have a strong focus on kinaesthetic learning and practical subjects. An Outdoor Educational Curriculum is offered to all year groups, with pupils in Year 9 being able to achieve an ASDAN qualification. Activities for this include orienteering, rock climbing, abseiling, caving, mountain biking and gorge walking, swimming and camping. All pupils have access to food technology and art lessons, in specialist resource areas, again with pupils in Year 9 being able to achieve the ASDAN Foodwise qualification. This year we have also introduced ASDAN qualifications in History, Geography and Beliefs and Values.

We have a fully functioning science laboratory, where all pupils have at least 1 lesson per week for practical science. In Year 9, some pupils are able to complete ASDAN awards in animal care.

Southern Cross also has a digital arts suite, consisting of Apple Mac computers and iPads. These are used to teach lessons including photography, music creation, video editing, ICT skills and sound recording. Each group has 1 lesson of digital art per week.

The sports facilities on site include an outdoor pitch and an indoor sports hall. This allows for basketball and football matches. We also have energy blast, table tennis, tennis, badminton, athletics, cricket, rugby and hockey equipment which is all included in the PE curriculum. In Year 7, the pupils have the opportunity to take part in swimming sessions. The school has a football team which plays matches against other schools on a regular basis. As part of our sports afternoon, pupils have the opportunity to go trampolining and gain the British Gymnastics trampolining proficiency accreditation. In summer term we hold a sports day for the whole school.

The school has space onsite for gardening sessions to take place. We have a biodome where pupils grow vegetables and we also have an enclosure where we keep chickens. Our nurture groups and the KS2 groups have one double lesson of horticulture a week with a specialist tutor.

Bike maintenance is also on offer for a number of pupils.

Pupils are educated in small class sizes, of no more than 8 pupils with a teacher and a teaching assistant. Each day starts with a lesson with their form tutor covering the personal and emotional (PSHEC / SEAL) areas of learning. All core subjects, English, maths and science, take place during the morning to optimise learning in these areas. We have an onsite mentor, who will offer 1:1 sessions if pupils require these, and also delivers group mentoring sessions to Year 9 pupils. We also offer an ASDAN qualification on peer mentoring.

Friday afternoon is set aside for pupils to earn a reward trip; this includes lunch at Trafford Centre, ice skating, bowling, laser quest and crazy golf, which are alternated weekly. To achieve the top trip, pupils must achieve 475/500 points. Points are earned on a daily basis for attitude and working lessons, behaviour around the school, uniform, attitude and movement. Each pupil can earn 100 points per day. If pupils achieve than 475 points, different activities are on offer including Basketball, pool, park trip, art, x-box and films. If pupils have any work to catch up, this will also take place on a Friday afternoon.

## **ARC**

ARC is situated on the Castlefield Campus and is a Key Stage 3 provision. ARC is the Attendance and Reintegration Centre. Pupils who are disengaged from school, or who attend KS3 Federation provisions and are struggling to maintain their places will also be referred to ARC.

Pupils who will be suitable to attend ARC will be:

- More vulnerable than the others in school
- Disengaged – poor attendance and none attendance
- Finding it hard to be in class, spend more time out of class than in
- Have no friends or find it hard to make friends
- Need nurturing
- Prefer 1-1 work rather than being in even a very small group/class
- Need support to understand their emotions
- Need support to tolerate being with others
- Overwhelmed by school or over stimulated by the larger school environment

We will provide:

- Nurturing
- Emotional literacy
- Small group interventions
- 1-1 support
- Very small group work
- Anger management
- Therapeutic style sessions
- Short term interventions (half termly)
- Appropriate transitions for each child
- Mindfulness
- Visuals and symbols
- Communication strategies (Use of Elklan approach)

All ARC pupils are assessed on entry and maths and English interventions are used if needed. The pupils study maths and English, humanities (History and Geography), art, outdoor pursuits and PE, food tech and have sessions about their feelings and emotions and anger management. ARC are also creating a Forest School in the Castlefield grounds and are building an outside classroom and have built a brick wall and a stage from pallets. Much of the curriculum in ARC is based on the pupil's interests so that they re-engage with learning.

## **Castlefield Campus**

At Castlefield Campus we offer a broad and balanced curriculum with a particular focus on English, mathematics and PSHEC for all pupils.

Our pupils can follow one of three pathways. More academic pupils will follow a more traditional GCSE curriculum in English, mathematics, science, ICT, art, PE and catering. They are taught by subject specialists in fully resourced curriculum areas. These pupils will also have the opportunity to do the Duke of Edinburgh award to Bronze level in Year 10 with some completing the Silver award in Year 11.

A smaller number of our pupils require a more specialist support plan with an emphasis on social skills. These pupils are mainly taught in our ASD base- the environment and teaching style has been adapted to incorporate their individual needs. There is more of a focus on the basic skills of Literacy and Numeracy as well as supporting the pupils' social development through the ASDAN course. Although they can still access the specialist rooms for catering, ICT and PE.

Where pupils have significant issues with accessing a more formal curriculum, pupils will be offered a personalised education. This can take many forms depending on the needs of the pupils but will usually involve a focus on GCSE English and mathematics or functional skills, physical education and ICT, attendance at a vocational project and some 1:1 working.

Friday afternoon is set aside for pupils to earn a reward, this includes late lunch in a restaurant in Manchester, football, snooker, cooking, arts and craft or watch a film. To achieve the top trip, pupils must achieve 250 or more points in the week. Points are earned on a daily basis for attitude and work in lessons and behaviour around the school. If pupils have any work to catch up or owe a detention, this will also take place on a Friday afternoon.

We have introduced an enrichment programme on Wednesday afternoons to offer a broader curriculum to inspire our young people to think beyond their ordinary day to day experiences. This includes: trampolining lessons, music lessons (piano, guitar and drums) and swimming lessons. In the Summer months, pupils have worked hard to create a therapeutic garden, which has proven to be a popular space for pupils who are in crisis benefitting from the calming scent of lavender and mint growing in abundance.

## **Wythenshawe Campus**

Pupils at Wythenshawe Campus have access to a blended curriculum which is a mixture of GCSE's and vocational subjects, pupils can leave school with a number of qualifications in a variety of subjects:

GCSE's - English language, English Literature, Mathematics

BTEC's – Business & Administration, Retail, Home Cooking Skills, Introduction to culinary Skills

Level 2 – BCS ECDL

Level 1 - Certificate in Food and Cookery

Functional Skills – English, Mathematics Level 1 & 2

Level 1 – Award/Certificate in PSE

Level 1-2 - Certificate in Preparation for Working Life

Level 1 – ASDAN Certificate in Sports and Fitness

Level 1 – ASDAN Certificate in Construction (Vocational Taster)

Our pupils have access to three vocational areas which are Horticulture/Construction, Business and catering, all pupils will experience all vocational areas as this will give them different routes and options in further education or the workplace. Friday afternoon is set aside for pupils to earn a rewards, points are earned on a daily basis for attitude and work in lessons and behaviour around the school. The trips include late lunch in Parrswood, Laser quest, football, snooker, Playstation or watch a film. To achieve top rewards pupils must achieve 75% or above throughout the week, if pupils have any work to catch up on this will also take place on a Friday afternoon.

### **Expertise and training of staff**

All our centres offer small groups of a maximum of 7 pupils with a teacher and teaching assistant to support. We place a high premium on the staff knowing the pupils well as we know that this helps them to learn more effectively and they feel safer.

We organise an extensive training programme each year to ensure that all of our staff are highly skilled and able to meet the needs of our young people. Examples of this training are:

- Safeguarding Level 1 Training
- Safer Recruitment Training
- Risk Assessment
- A range of internal/external courses focussing on quality teaching and assessment
- Fire Marshall training
- First Aid
- Team Teach, Effective Behaviour Management and De-escalation training
- MIDAS (Minibus driving) • Use of mobile technologies for teaching (IPad training)
- We support a number of staff to complete externally accredited courses, such as: NPQH, NPQSL, Drama Therapy, SENCO training, PSHE Chartered Teachers Course.

### **Evaluating Effectiveness of provision**

We regularly monitor pupils' progress and report to parents through the annual pupil review meeting. Achievement in Key Stage 4 is recognised through the National Framework of Qualifications, by the award of GCSE in English, mathematics, science, ICT, art, catering and physical education; functional skills, entry level qualifications and ASDAN. We also offer three vocational programmes at Wythenshawe Campus which provide qualifications in Horticulture, Catering and Business.

The Executive Headteacher carries out a monitoring meeting at each centre every half term. These reports are then shared with Governors along with regular updates of our position statements which cover each of the Ofsted strategic areas and include a range of data. This process is supported by regular governors' visits to each site and meetings with pupils and staff. The Governors have also commissioned a report from an external professional on the quality of provision throughout the Federation.

### **Working with other agencies**

We are very proud of the fact that we work very well with all the professionals supporting the school. This strong team approach ensures that we make effective use of all disciplines in planning the pupils' time in school.

The following professionals work at our centres:

- School nurse
- Mentors
- Counsellors
- Career Connect
- Attendance Officer

We work closely with other agencies to support Federation pupils including – Social Care team, Educational Psychology team and where required YOT. We participate in all multi-agency meetings to ensure that we meet the needs of every child and get the best outcomes for all of our young people.

#### **Arrangements for supporting students with SEN who are also LAC**

Each pupil who is looked after (LAC) has a Personal Education Plan (PEP) which identifies how best to support the pupil and how dedicated funds will be used to ensure the best outcomes for the pupil.

We then work with the young person and other professionals to ensure the targets listed in the PEP are fully met.