

**SEND Information Report – 2024-25**

At Music Stuff Education (MSE) our mission is to create an inclusive and nurturing environment where every individual is empowered to thrive. We are committed to meeting the unique needs of each learner, fostering resilience, confidence, and self-esteem. By celebrating individuality and encouraging self-belief, we inspire our learners to express themselves freely and authentically. Our school prioritises mental health and well-being, ensuring every learner feels valued, supported, and successful. Together, we guide our learners and prepare them for adulthood so that they are able to make meaningful contributions to society. In doing this we aspire to equip them with the skills to embrace challenges and achieve their fullest potential.

We are committed to providing a safe, calm, welcoming, and nurturing environment where every student can thrive. Our goal is to break down barriers and create a setting that supports effective learning, enabling pupils to fully engage with our broad curriculum, and empowering them to achieve their highest potential. We aim to ensure that our school has a culture, ethos and practice that strengthens relational approaches and inclusion, recognising the importance of psychological safety. Our school implements Thrive – a trauma-informed whole-school approach to improving the mental health and wellbeing of children and young people.

# What kind of special educational needs does the school provide for?

Music Stuff Education (MSE) is a caring school where each child is valued as an individual and their achievements, big or small, are celebrated. All the staff work hard to provide the best for our children, their families and the community.

All young people at MSE have SEND. We support young people across the 4 areas of SEND:

- Cognition and Learning Needs

- Social, Emotional and Mental Health Needs

- Communication and Interaction

- Sensory and Physical needs.

MSE offers specialist support for pupils with complex social, emotional and mental health needs. Often pupils who attend MSE also have speech, language and communication needs, sensory processing difficulties or diagnoses of autism and/or ADHD. MSE provides full-time provision for pupils who have an Education, Health and Care Plan (EHCP) or as placements for full time alternative provision (SEN Support).

# How does the school know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?

Pupils’ primary needs are usually identified before entering MSE School through work with the previous mainstream school. However, sometimes once the pupil’s social, emotional and mental health needs are met, other needs and difficulties become more apparent. All pupils on roll have an EHCP or are on the SEN register.

 MSE builds a profile of a young person’s additional needs through:

* Initial Testing in Reading, English, Maths, and Science;
* Initial Learner Profile;
* Risk assessment, using referral information and documentation, and through professional observation;
* Prior SEND input and support;
* SEND Referral;
* Curriculum baseline testing; conducted within the first three weeks of a young person attending MSE and during the first half term of each new academic year;
* Academic tracking, based on subject progress data provided by teachers every term;
* Engagement tracking; monitoring attendance and behaviour data;
* Termly progress reviews, collecting the views of the young person, teachers and centre staff;
* On-going professional observation that considers current presentation, feedback from parents and carers, and any feedback from other professionals involved with the young person.
* Review of ILP targets, Individual behaviour risk assessments, support plans and outcomes.

MSE will always undertake any considerations in collaboration with the young person themselves, parents and carers, outside agencies and the mainstream school (where the young person is dual-registered). This is carried out through regular review meetings – in addition to all statutory EHCP planning meetings and Annual Review meetings.

In considering the factors above, MSE will seek to further clarify and collate evidence that will build up a detailed picture of the severity of the young person’s need, measured against how the young person compares with his or her peers across Manchester and nationally and/or the complexity of their need which takes account of the number and range of factors, which may contribute to the young person’s SEND. It ensures each young person is considered as an individual and as a member of the MSE’s school community.

# How will both you and I know how my child/young person is doing?

Members of staff and parents/carers work together closely to develop our school and ensure that the children are happy, healthy and achieving. Alongside annual EHCP reviews, class teachers use School Spider messaging for 2-way communication with parents/carers or will make phone calls with any messages which may be more sensitive. Pupils’ academic progress is assessed termly and shared with parents during termly parents/carer review meetings and interim reports, with a full written report at the end of the academic year. Termly meetings to discuss Individual Learning Plan targets and progress towards them take place between Centre Managers and parents and carers alongside statutory annual review meetings, where outcomes and progress towards them are discussed. We believe a positive partnership between the school and parents/carers is essential for all pupils to reach their full potential and we welcome opportunities to support you and your child in this process.

# How will the curriculum be matched to my child/young person’s needs?

* + Our curriculum is based on the National Curriculum for England, which has been adapted and enhanced to enable all pupils to access a broad and balanced curriculum.
	+ Pupils follow different pathways at KS4 and these can include GCSEs, Entry Level qualifications, BTEC and VTCT.
	+ Children are assessed through a variety of methods to ensure we know their level of understanding. Lessons are differentiated to suit the individual’s level, therefore meaning the children are appropriately challenged and able to make progress.
	+ All pupils have access to Quality First Teaching (QFT) through a broad, balanced and immersive curriculum, which is appropriately differentiated to meet individual learner needs.
	+ Skills and knowledge are taught through a variety of activities that are purposeful and enjoyable to ensure a breadth of topics are covered over the years.
	+ Support plans link to EHCP outcomes and share barriers to learning and strategies to overcome these with teachers and support staff.
	+ Individual behaviour risk assessments are reviewed regularly to enable staff to positively manage distressed behaviours.
	+ Individual targets are used to identify the individual ‘barriers to learning’ and related strategies which support the child and enable them to develop key skills in the form of an Individual Learning Plan (ILP).
	+ If appropriate, pupils are encouraged to be involved in their own target setting and reviews.
	+ Pupils are encouraged to be as independent as possible and carry out class responsibilities.
	+ Provision for therapeutic interventions are available to children when required to help them re-engage with the curriculum. These can include access to an Education Psychologist, SALT, counselling, Thrive individual profile and activities, Art therapy, animal therapy and Lego therapy.
	+ A tiered approach to levels of support, tier 1 being our universal offer, tier 2 enhanced school offer and tier 3 our bespoke school offer to meet the needs of all pupils.

# How will school staff support my child/young person?

* + As a fully inclusive school, all our caring, dedicated and well-trained staff are fully committed to enabling your child to reach their full academic, personal and social potential.
	+ All classes have a high staff-pupil ratio to support the diverse needs of all individuals.
	+ Qualified staff who are experienced in teaching children with SEND. Typically, each class has between 5 and 8 pupils, a Teacher and a Teaching Assistant (TA). Some classes may have an additional TA if there is a child in the class who requires significant 1:1 support throughout the school day. This has to be agreed by the Local Authority and is discussed during the annual review process, if required.
	+ For specific difficulties, various interventions, usually focussing on social or emotional development, are planned and implemented in either 1:1 or small group situations.
	+ All staff continue with their professional development and are trained in appropriate and effective teaching strategies in line with professional standards. We ensure that all staff renew training in accordance with statutory guidance.
	+ Regular meetings between all staff involved in supporting your child ensure information is shared, progression is monitored and the effectiveness of the provision is reviewed and amended as necessary.
	+ Access to dedicated pastoral support team, as required, who work closely with pupils and their carers and outreach and attendance officer.
	+ Our multi-agency support and practice (medical, social care, counsellor, speech therapist etc.) ensure all aspects of development have positive impact on future progress.
	+ EHCPs are reviewed annually to ensure appropriate and achievable outcomes are created with well-matched provision in order to meet the child’s individual needs.
	+ The school follows a relational approach to behaviour management. Positive relationships with boundaries create a safe atmosphere within school enabling pupils to better engage with their learning. This is based on a trauma informed approach, knowledge of ACES, PACE and the VRFs
	+ The school’s SENDCO, Mike Doyle, the Pastoral team, curriculum leads and Senior Leadership team oversee all additional provision made for our pupils. They regularly review the provision made for our pupils by tracking and monitoring pupils’ progress from their additional support.
	+ The SENDCO monitors the impact of the support put in place and regularly reviews the school’s ‘Provision Map’, which identifies how group interventions and individual support will be timetabled.

# How is the decision made about what type and how much support my child/young person will receive?

Provision at MSE is tailored to the individual. The amount and type of support a child needs is decided through collaboration between parents, school and partner agencies. Provision is regularly reviewed to ensure it remains relevant and successful.

# How will my child/young person be included in activities outside the classroom including physical activities and school trips?

All pupils can access outside-the-classroom activities as part of the curriculum. The children may visit many venues outside of school to enable learning in different environments and provide an opportunity for them to generalise their skills and knowledge in other settings and develop social skills: PE at Leisure Centre, local parks, shops, museums, places of worship and galleries.

All out of school educational trips are covered by a written and agreed risk assessment and appropriately staffed to ensure safety.

# What support with there be for my child/young person’s overall wellbeing?

We strive to be a fully inclusive school where the whole school community shares a belief in equality for all pupils and staff in line with the Equalities Act 2010. We aim to create a level of supportive energy and commitment from everyone, for everyone where we intentionally plan for the success of our pupils.

Pupil wellbeing is a priority at Music Stuff Education. Healthy lifestyles and mental health is encouraged throughout each day including:

* + The Thrive Approach – completion of a Thrive profile and action plan, access to Thrive interventions, advice and guidance provided by Licensed Thrive practitioners
	+ Daily routines and encouraging independence
	+ Breakfast offered to all pupils every day
	+ Staff trained in promoting positive mental health for children
	+ Outdoor areas for learning and exploring in nature and the outdoors
	+ Brain breaks are offered throughout the day involving movement activities
	+ Interventions such as art therapy, animal therapy, Thrive and counselling
	+ Close links with external services (eg. School nurse, social care, CAMHS) to enable a multi-agency approach
	+ Strategies used throughout the day to support pupils’ understanding of their emotions and wellbeing (eg. Zones of regulation, post incident learning)
	+ The use of language which promotes a growth mindset
	+ Reflection time is used twice per day to reflect on their behaviour and feelings.

We encourage staff to be vigilant in monitoring any changes in individual behaviour, reporting these observations to Lianne Cole (Designated Safeguarding Lead) or our Safeguarding team (Deputy Designated Safeguarding Leads), so we can ensure timely support for our pupils’ physical and emotional wellbeing. Pastoral support and guidance is available from our Pastoral team, Safeguarding team, for our pupils with social, emotional and mental health needs.

# What specialist services and expertise are available at or accessed by the school?

All staff work as a united team and ensure that the individual needs of all pupils are met including; behavioural, communication, health and social needs. Additional specific advice and support and guidance can be accessed as part of Manchester’s Local Authority. These services include:

* Speech and Language Therapy (SALT)
* Occupational Therapy (OT)
* Educational Psychologist (EP)
* Animal Therapy
* Art Therapy
* School Nurse
* Social Workers
* Child and Adolescent Mental Health Services (CAMHS)
* School Counsellor
* Manchester SEN Team
* Sensory Support Team
* Education Welfare Service (EWS)
* Early Help Advisor (EHA)
* Eclipse – drug and alcohol support
* Remedi

Manchester’s Special Educational Needs Advisory Team offer support and advice to schools for all areas of SEND. For more information on Manchester’s services, please see their Local Offer. Transport is provided for some of our pupils by Manchester Council and we work well with the transport department to ensure pupils are transported to and from school smoothly and safely.

# What training have the staff supporting children/young people with SEND had?

All staff at MSE School continually access training and support relevant to the needs of all our children and young people. We have a rolling programme of training for all staff:

* + Safeguarding
	+ Positive Behaviour Management Strategies e.g. Thrive, TeamTeach
	+ Health and Safety Whole school training includes;
	+ All staff access statutory Inset Days
	+ Specialist training in trauma-informed practice, ACES, attachment styles, ASC and Zones of Regulation
	+ Curriculum development and implementation including assessment
	+ Specific training in-line with the School Development Plan
	+ Quality First Teaching strategies
	+ Positive behaviour strategies, PACE and VRFs

At MSE, training is ongoing and regularly reviewed. We ensure that additional training is provided wherever necessary, so all staff are well-equipped to remove barriers to learning. The school’s SENDCO offers optional, informal training and advice throughout the school year to all staff, who are able to drop into these sessions as needed.

The school’s SENDCO is responsible for overseeing the provision and support with SEND. They are also responsible for knowing all current information regarding best practice for pupils with SEND, in addition to regularly attending meetings and courses within Manchester.

# How accessible is the school environment?

* + Specific equipment and resources are accessed for individual pupils/students’ needs, as appropriate. Specialist advice can be sought from Manchester SENDIASS regarding reasonable adjustments for an individual’s specific needs.
	+ The school is secure in that each door is locked or coded and all visitors are required to sign in on arrival.
	+ School has clearly signposted fire procedures and completes practice drills. Personal Emergency Evacuation Plans (PEEPs) can be put in place for identified pupils following discussions with staff, parents/carers as necessary

# How are parents and young people themselves involved in the school?

It is very important to us at MSE that parents and families feel confident in the school and that we can nurture good relationships, ensuring we have as much information, so we can offer the appropriate learning experiences for each individual to develop to their full potential.

At MSE, we believe positive partnerships between parents and carers and school is essential for all pupils to achieve their full potential. We value your views and input in your child’s education and development. Parents/carers are always welcome to arrange meetings with class teachers, the SENDCO and the Safeguarding team to discuss their child’s support and progress at any point throughout the year. Parents/carers can contact school via School Spider, phone calls, email or through a face-to-face meeting. Members of staff from class are often available to talk before or after school with an appointment made for a mutually convenient time.

Termly ILP meetings between parents and centre staff ensure targets are shared with parents and young people and key workers discuss with pupils weekly progress towards targets.

Ahead of the annual EHCP review, parent/carers’ views are sought and recorded, as are the views of the young person. During the review meeting parents and staff can discuss any changes which they feel need to be made to the child’s EHCP. Children’s progress and achievements are celebrated at Parent/Carer Evenings in the autumn and spring terms, which is an opportunity to speak to the class teacher and look at their child’s books.

Phone calls and emails are sent to parents as a reminder and another way of quickly sharing information. On occasions we may need to discuss with parents/carers any challenges a young person may be having with their behaviour. This will involve implementing a more bespoke behaviour plan to support them in developing strategies to manage their behaviour. We believe that in consultation with parents/carers we can establish a consistent approach which can only be beneficial to the individual’s ongoing progress.

# Who can I contact for further information?

In the first instance, we would encourage you to share any concerns you may have with the Centre Manager. If necessary, they would direct you to the school’s SENDCO (Mike Doyle), who would be able to provide more detailed information for you.

The school admin team (information@musicstuffeducation.org) will be able to support you with any general enquiries.

For more information about Manchester’s services, please see their Local Offer.

# How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

* + Transition to MSE is planned on an individual basis in order to best suit the pupil’s needs. This may include transition visits and/or additional tours of the school prior to starting.
	+ Transition to a Key Stage 4 setting is also done on an individual basis as our children go to a variety of settings for their next stage. We ensure that we have as much additional transition time as possible for the child to ensure that they are familiar with the next setting prior to starting. At MSE, we work closely with our link schools to share information and plan individualised transitions for our pupils. Parents’ views play an important part of the transition process and by working together, we aim for children to confidently and successfully move on with the next stage of their education.
	+ A personalised support plan for reintegration into mainstream school and college settings, including information-sharing, supported visits, and enhanced transition plans.

# What other support is available?

For SEND advice and guidance in Manchester, please see:

[Education Send | Help & Support Manchester](https://hsm.manchester.gov.uk/kb5/manchester/directory/localoffer.page?localofferchannel=1-7-3)

**Where parents and carers can access:**

* **Manchester’s Local Offer for young people with special educational needs and disabilities (SEND) and their families**

Manchester Local Offer helps children, young people and their parents to understand what services and support they can expect from a range of local agencies, including their statutory (by law) entitlements.

[Manchester's Local Offer for Children and Young People with SEN and disabilities](https://hsm.manchester.gov.uk/kb5/manchester/directory/localoffer.page?localofferchannel=0)

* **Independent SEND Guidance, Advice, and Support for the families of young people with special educational needs and disabilities (SEND)**

**SENDIASS**

SENDIASS is a statutory service offering free confidential, impartial advice and support to parents and carers, children and young people (aged 0-25) with special educational needs and disability.

[Special Education Needs and Disability Information, Advice Support Service](https://www.iasmanchester.org/#SENDIASS)

* **Travel assistance for pupils with special educational needs and disabilities (SEND)**

**Help with travel to school or college**

Pupils with an Education, Health and Care Plan (EHCP) can get a free school travel pass to get to and from school on a bus, train or tram in Greater Manchester.

[Free school travel passes | Travel assistance for pupils with special educational needs and disabilities (SEND) | Manchester City Council](https://www.manchester.gov.uk/info/500132/special_educational_needs/1856/travel_assistance_for_pupils_with_special_educational_needs_and_disabilities_send/3)

* **Home to School Transport team**

The Home to School Transport team is responsible for travel solutions between home and school for children and young people with special educational needs and/ or disabilities.

[Travel assistance for young people with Education, Health and Care Plans (EHCP)](https://secure.manchester.gov.uk/info/500132/special_educational_needs/1856/travel_assistance_for_pupils_with_special_educational_needs_and_disabilities_send)

1. **SENCO and SEND Team Contact Information**

Mike Doyle

**MSE SENCO and Deputy Headteacher**

**Music Stuff Education**

**SEND Team**

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