

**School Information Report for Special Educational Needs and Disabilities (SEND)**

Date of Adoption: September 2016

Last Reviewed: November 2023

Last Updated: February 2024

Approved by governors:

Date of Next Review:

**School Information Report for Students with Special Educational Needs and Disabilities (SEND)**

**Manchester Secondary PRU**

The Manchester Secondary PRU is a Local Authority maintained secondary Pupil Referral Unit. We are located on five sites across the city. We also place students with Alternative Providers, with whom we work closely, providing SEND support for all of our students, wherever their placement.

The Manchester Secondary PRU works in partnership with young people and their families; Manchester High Schools; Bridgelea Primary PRU; Alternative Provision providers (AP) across Manchester; and Manchester Local Authority.

Admission to the Manchester Secondary PRU is through Manchester Local Authority only.

MSPRU provides full-time education and support for secondary age young peoplewho are Manchester residents and who have either:

* Been permanently excluded from a mainstream high school;
* Are unable to secure a place in a Manchester secondary school and are placed with MSPRU through the In Year Fair Access Protocol (IYFAP)
* Are transferring from Bridgelea Primary School at the end of year 6, for who a high school place is not appropriate.

MSPRU is not a designated specialist provision for young people with an Education Health Care Plan EHCP) but does make provision for young people with special educational needs and disabilities in accordance with Manchester Local Authority’s ethos that educational provisions are as inclusive as possible, and that young people with special educational needs and disabilities should be supported to ensure that they make the best possible progress.

MSPRU works in partnership with Manchester Local Authority’s SEND Team

<https://www.manchester.gov.uk/info/500132/special_educational_needs>

|  |  |  |
| --- | --- | --- |
| **The MSPRU SEND School Offer is broken down into eleven questions:**  **Question** | | **Page** |
| **1.**  **2.** | What are Special Educational Needs and Disabilities?  How are Special Educational Needs (SEND) identified at MSPRU? | 4  7 |
| **3.** | How does MSPRU meet the SEND needs of young people attending its school? | 9 |
| **4.** | What is the process for requesting a statutory assessment of SEND (known as an EHC Needs Assessment)? | 12 |
| **5.** | What support does MSPRU offer to young people with SEND? | 14 |
| **6.** | How does MSPRU make the curriculum more accessible to young people with SEND? | 16 |
| **7.** | How does MSPRU monitor and review progress, outcomes and support arrangements for young people? | 19 |
| **8.** | What should parents and carers do if they have concerns about their child’s special educational needs? | 21 |
| **9.** | How will the school support young people with SEND at key transition points? | 23 |
| **10.** | What opportunities do parents and carers have for expressing their views? | 25 |
| **11.** | Where can parents and carers gain further advice and support? | 27 |
| **12.** | SENCO and SEND Department contact information | 29 |

1. **What are Special Educational Needs and Disabilities?**

<https://www.gov.uk/children-with-special-educational-needs>

The SEND Code of Practice says a child or young person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Special educational needs and disabilities (SEND) can affect a child or young person’s ability to learn. They can affect their:

* behaviour or ability to socialise, for example they struggle to make friends;
* reading and writing, for example because they have dyslexia;
* ability to understand things;
* concentration levels, for example because they have ADHD;
* physical ability,

**The legal definition of Special Educational Needs and Disabilities**

<https://www.legislation.gov.uk/ukpga/2014/6/part/3/enacted>

**The Children and Families Act 2014 defines Special Educational Needs and disability (SEND) in the following way:**

**20 When a child or young person has Special Educational Needs**

1. 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.
2. A child or a young person of compulsory school age has a learning difficulty or disability if he or she:
3. has a significantly greater difficulty in learning than the majority of others of the same age, or
4. has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
5. A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).
6. A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

**21 Special Educational Provision**

1. “Special educational provision”, for a child aged two or more or a young person, means educational or training provision that is additional to, or different from, that made generally for others of the same age in:
2. mainstream schools in England,
3. maintained nursery schools in England,
4. mainstream post-16 institutions in England, or
5. places in England at which relevant early years education is provided.
6. “Special educational provision”, for a child aged under two, means educational provision of any kind.

**The legal definition of Disability under the Equality Act 2010**

<https://www.legislation.gov.uk/ukpga/2010/15/section/6>

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is **‘…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’**.

* ‘long-term’ means 12 months or more;
* ‘substantial’ is more than minor or trivial.

**Differentiating levels of Special Educational Needs and Support Needs**

MSPRU follows a widely recognised, cumulative three-tier approach to differentiating levels of special educational needs support, consisting of:

1. **Quality First Teaching:** Primarily classroom-based approaches designed for the benefit of all our students, all of the time.
2. **SEN Support:** Part of a graduated approach. Additional school-based and external agency approaches and support for small groups of students, provided on a short to medium term to address specific barriers to engagement, progress, and achievement.
3. **EHC Plan:** Additional school-based and external agency approaches and support for individual students, provided on a longer term basis to address persistent barriers to engagement, progress, and achievement. Students with an**Education Health Care Plan (EHC Plan)** are also designated at this stage.

**SEND Support** focuses on the four areas of **SEND** need mentioned above. They are:

1. **Social, Emotional and Mental Health Needs;**
2. **Cognition and Learning Needs;**
3. **Communication and Interaction Needs;**
4. **Physical and Medical Needs.**

For more information regarding types of SEND and the support available at MSPRU, refer to MSPRU’s SEND Policy: Appendix 1: An Outline of SEND Support at MSPRU, and Appendix 4: Types of Special Educational Need.

1. **How are Special Educational Needs (SEND) identified at MSPRU?**

Having been initially referred to MSPRU and allocated a placement, on admission, each young person is deemed to have **additional social, emotional, or mental health needs (SEMH needs)** requiring support above and beyond mainstream schools’ Wave 1 Universal Provision and Wave 2 Catch-Up Provision. Specifically; due to their social and emotional needs, the young person requires the additional provision of off-site support for at least a short period of time.

Due to their SEMH needs, the young person requires the additional provision of a **“specialist (small school) provision with an environment designed to keep the individual and others safe and to** encourage learning.” \*

\**Matching Provision to Need: Primary and Secondary Version, MCC, 2018*

As such, all young people are designated on the MSPRU’s SEND Register of Additional Needsas being at the second tier of provision, known as SEN Support. This listing sits alongside a basic outline of the nature of their needs. The nature of such needs typically come under the umbrella term **Social, Emotional and Mental Health Needs** but often will also include **Cognition and Learning Needs**, which can range from specific learning difficulties, such as Dyslexia to more global learning difficulties; or, **Communication and Interaction Needs**, which require specialist advice and/ or input. Some young people may also have **Physical and Medical Needs**, including hearing and visual impairments.

**The MSPRU 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 six weeks of a young person attending MSPRU and during the first half term of each new academic year;
* Academic tracking, based on subject progress data provided by teachers every half-term;
* Engagement tracking; monitoring attendance and behaviour data;
* Half-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.

The MSPRU 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, the MSPRU 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 MSPRU’s school community.

1. **How does MSPRU meet the SEND needs of young people attending its school?**

The MSPRU SEND Offer of support follows a graduated three-tiered framework approach to differentiating levels of need, consisting of:

**MSPRU Universal Support:** Quality first teaching and classroom-based approaches designed for the benefit of all students, all of the time. These approaches include:

* A nurture-based approach to learning and trauma-informed practice;
* Small group classes with a high staff to student ratio;
* Specialist staff, consisting of subject specialist teachers, qualified youth workers, student support staff and TAs, including HLTAs;
* An academic curriculum which takes into account any learning needs or additional needs of all our students with alternative accreditation routes available including BTEC Level 1 Certificate, Functional Skills Certificate, and Entry Level Certificate;
* Additional elements of the curriculum, including enrichment activities, sports and creative projects;
* Personal support and development programmes, including PSHE, PSD, and support for social and emotional development (SEMH);
* Individual Learner Profiles for every student;
* Mentor support and half-termly progress reviews;
* Regular parental contact regarding engagement, progress and achievement;
* Transition plans for every student.

**MSPRU+ Support:** Part of a graduated approach. Additional school-based and external agency approaches for students, provided on a short to medium term to address specific barriers to achievement. These approaches include:

* Specialist teaching staff, including qualified SEND teachers and subject specialist teachers with experience and knowledge of SEND intervention programmes and strategies, in addition to their subject specialisms;
* Reading, Literacy and Numeracy intervention and catch-up programmes;
* Social, emotional and mental health support, including intervention programmes and resources following nurture principles and trauma-informed practice;
* SEND advice, training, resources and support to help identify underlying needs and to provide teams across MSPRU with the strategies and resources to inform and implement programmes of intervention;
* SEND assessment, person-centred planning, and individual SEND support plans, through SEND Referral;
* Exam Access Arrangements across Key Stage 4.

**MSPRU Intensive**: Additional school-based and external agency approaches for those young people who need further specialist support and long-term educational planning due to their SEND needs. These approaches include\*:

* Evidence-based 1:1 SEND intervention programmes to support identified cognition and learning needs, and/ or social, emotional and mental health needs, and/ or social communication and interaction needs;
* Educational Psychologist input and assessment;
* Specialist intervention/ input including Dyslexia screening; Irlen’s screening; SpLD assessment/ intervention; SaLT assessment/ intervention;
* Support and intervention for Physical and Medical needs, including support from the Manchester Sensory Support Service and other services;
* Therapeutic interventions, following specialist recommendation;
* Educational Psychologist input and assessment;
* SaLT Team input, assessment, and support;
* Referral to APST Task Force, including family support, Early Help, YOT, CAMHS, EP, and SaLT
* Referral work with providers including counselling services Remedi, 42nd Street, Eclypse;
* Multi-agency working with CAMHS, YOT, Children’s Services, Virtual School (LAC), and Manchester’s LA SEND Team.

*\*Please note this list is not exhaustive.*

**A young person at MSPRU, at this stage, typically:**

* Has a recognised learning difficulty or disability;

And/ or

* May need further assessment to identify need;

And/ or

* May need specialist provision to support their needs;

And/ or

* May require post-16 support due to their needs.

**Statutory Assessment (Education, Health, and Care Needs Assessment)**

Students with an Education, Health & Care Plan (EHCP) are also designated at MSPRU Intensive stage. For a young person to be designated at this third stage as EHC Plan, they must be subject to an Education, Health & Care Plan (EHCP) - previously known as a Statement of Special Educational Needs.

Although the MSPRU is not a designated specialist provision for young people with an Education Health Care Plan, it does make provision on a short to medium term basis for young people with special educational needs and disabilities at this level.

Where a young person is viewed to require more formalised support through an Education Health Care Plan (EHC Plan), MSPRU will look to initiate statutory assessment (EHC Needs Assessment).

This process is outlined in more detail in the next section of the School Information Report and follows national guidance:

<https://www.gov.uk/children-with-special-educational-needs/extra-SEN-help>

1. **What is the process for requesting a Statutory Assessment (known as an EHC Needs Assessment)?**

At any point in a young person’s educational career, a request can be made that the Local Authority carries out a statutory assessment (EHC Needs Assessment). This is a legal process with clear protocol and a set timeframe to follow.

A decision to apply for a statutory assessment (EHC Needs Assessment) is best made as a collective decision involving the agreement of parents/ carers, MSPRU, school, outside agencies, and with the agreement and involvement of the young person. Parents and carers can take this decision themselves but we always encourage communication and cooperation on such decisions.

Prior to such a decision, a young person will typically have been designated as qualifying for SEN Support and will have been in receipt of a variety of additional help and support over a period of time. The decision will be made with a view to obtaining specialist guidance and funding, often to enable a more permanent and usually a higher level of further support through specialist provision.

The process of requesting a statutory assessment (EHC Needs Assessment) follows three stages:

**Stage 1**

Following a decision to request a statutory assessment (EHC Needs Assessment), a range of information is gathered about the young person, including information about their family background. A specialist assessment from an Educational Psychologist will also be sought if one has not been completed already. An initial meeting will then be held with a view to involved parties agreeing on the general purpose of the application. A written request is then sent to the Local Authority, usually by MSPRU, or co-authored with the young person’s mainstream school. When the request for statutory assessment is received by Manchester’s Statutory Assessment Team, the 20 week timescale for completion begins.

**Stage 2**

After the request has been received by Manchester Local Authority, a panel of SEND professionals will decide within 6 weeks if they think the young person’s needs are at a level that needs a statutory assessment (EHC Needs Assessment). If this is the case, they will ask all parties to contribute to the statutory assessment process, which involves each writing a report outlining the young person’s needs. This process should take a further 10 weeks. If the SEND Panel do not think the young person needs warrant a statutory assessment, they will ask MSPRU/ school to continue with the support at the SEN Support stage.

**Stage 3**

After the reports have all been sent in, the Local Authority (LA) will decide whether to issue an Education, Health and Care Plan (EHC Plan) to meet the needs described. If an EHC Plan is issued, this will formally provide guidance on future support and any funding arrangements the young person will receive from the Local Authority. A meeting will then be arranged within 15 working days, to agree how the EHC Plan will be implemented. If a decision is made not to issue an EHC Plan, the Local Authority will advise a continuation of SEN Support.

This process should take a total of 20 weeks from the stated deadline for the reports, in line with national guidance (<https://www.gov.uk/children-with-special-educational-needs/extra-SEN-help>).

1. **What support does the MSPRU offer to young people with SEND needs?**

MSPRU has a number of strategies and interventions used to support young people. Examples of these strategies include:

* A ‘soft landing’ every morning to ensure a positive start to each school day, alongside 1:1 check in and check out sessions with a member of staff, to help young people express any anxieties or other difficult thoughts/ emotions on arrival at school and on leaving;
* Small class groups with additional in-class adult support;
* 1:1 Reading, Literacy, and Numeracy interventions and curriculum catch-up programmes;
* Additional sessions, for young people with gaps in their core subjects;
* Structured small group activities at break and lunch times, for those young people with social anxiety;
* 1:1 Managing Emotions intervention programmes to support SEMH needs;
* 1:1 and small group Restorative sessions, following any conflict or incident;
* Transportation to and from placements for all KS3 students to ensure safety when travelling to/ from school, punctuality and sustained attendance (also available for high needs or vulnerable KS4 students with and EHCP, or agreed by our Pastoral Panel);
* Transition support to specialist placement, post-16 provision, or mainstream school return supported by SEND Team and/ or key adult;
* Access, through referral, to APST Task Force, including family support, Early Help, YOT, CAMHS, and SaLT
* Access, through referral, to therapists, counsellors, and mental health practitioners;
* Additional SEND Team assessment for specific learning difficulties to identify additional needs;
* Access, through referral, to Educational Psychologist input and support;
* Access, through referral, to our SaLT Team;
* Individual SEND Support Plans for learners with identified additional needs;
* SpLD assessment and application for Exam Access Arrangements relating to support during examinations.

MSPRU places emphasis on each young person developing independence within a larger mainstream setting. This is as important for young people preparing to transition to a post-16 setting (mainstream or specialist) as it is for young people on a mainstream reintegration programmes or transitioning to a specialist school provision.

When young people are dual-registered, MSPRU will always work together with mainstream schools, to ensure the best outcomes for our young people.

As part of our disability discrimination duties MSPRU works to provide protection for young people with disabilities by preventing discrimination against them on the grounds of their disability.

MSPRU strives to ensure that we do not treat young people with disabilities any less favourably than their peers, and that we take proportionate steps to ensure that reasonable adjustments and modifications are in place for young people with disabilities to ensure complete access to our education offer. This is known as the reasonable adjustments duty.

1. **How does the MSPRU make the curriculum more accessible to young people with SEND through SEN Support?**

As part of its universal provision, MSPRU ensures all young people are taught in their core subjects of English, Mathematics, and Science. Other subjects offered across both key stages include PE/ BTEC Sports, Child Development, Art, Humanities/ History/ Citizenship and ICT/ BTEC Media by experienced subject specialist teachers. There is additional adult support for learning and engagement in every lesson.

In addition to this, teachers receive regular training around Social, Emotional and Mental Health Needs and high incidence special educational needs such as Cognition and Learning Needs; Speech, Language and Communication Needs; and Specific Learning Difficulties e.g. dyslexia; Attentional difficulties, including young people with a diagnosis of ADHD; and working with young people with Social Communication and Interaction difficulties, including young people on the Autistic spectrum.

Adapting teaching takes place within lessons on a day to day basis, to ensure all young people are engaged in learning and their needs are accounted for; including adapting resources, adapting tasks and activities for individual learning needs. Decisions around the need for teaching adaptations are informed by observation and baseline/ formative assessment carried out on a young person’s arrival, or from input from the SEND Team and reviewed regularly during their placement at MSPRU.

MSPRU also has a team of experienced support staff and specialist youth workers who receive the same training described above. MSPRU places an emphasis on support staff developing subject expertise alongside special educational needs expertise and provides CPD and training where necessary to further this.

SEN Support provides extra help and support for young people with additional needs to help them access the curriculum and learning. This is broken down into four distinct areas of need. They are:

1. **Social, Emotional and Mental Health Needs**
2. **Cognition and Learning Needs**
3. **Communication and Interaction Needs**
4. **Physical and Medical Needs**
5. **Support for Social, Emotional and Mental Health Needs:** begins with the provision of a smaller overall setting; higher staff to young person ratio; a curriculum with a strong social-emotional component and scope for personalisation; smaller teaching groups; and a staff body with a high level of expertise in working with young people with social, emotional and mental health needs. All relevant information, agreed outcomes and strategies will be shared through the young person’s Individual Learner Profile, and any additional SEND Support Plan, and reviewed regularly.
6. **Support for Cognition and Learning Needs:** includes personalised Literacy and Numeracy intervention and catch-up programmes based on the young person’s needs, including personalised support; specialist teaching staff; access to specialists to provide advice and support to help identify underlying needs and to provide support and strategies; specialist subject teaching in small group or personalised settings; appropriate and meaningful qualification routes from Entry Level and Functional Skills qualifications up to GCSE and BTEC Level 1 and 2 Qualifications; Application for appropriate exam Access Arrangements. All relevant information, agreed outcomes and strategies will be shared through the young person’s Individual Learner Profile, and any additional SEND Support Plan and reviewed regularly.
7. **Support for Communication and Interaction Needs** includes individual support programmes informed by specialist guidance and advice; Assessments to identify communication needs; Referral to specialists and outreach support; and, where necessary, a personalised curriculum with facilities for a low-stimulus, distraction-free environment. All relevant information, agreed outcomes and strategies will be shared through the young person’s Individual Learner Profile, and any additional SEND Support Plan, and reviewed regularly.
8. **Support for Physical and Medical Needs:** is planned and supported appropriately when needed, informed by specialist guidance and advice, and reviewed regularly.
9. **How does the MSPRU monitor and review progress, outcomes and support arrangements for young people?**

To review the level and nature of need and to plan support around needs, MSPRU holds regular review meetings for all young people – every young person receives an informal, centre half termly review, and a formal termly review as part of MSPRU’s review cycle.

Reviews are chaired by the key worker involved with the young person, usually, the Centre Manager or, the staff member best placed. The young person and parents/ carers are invited. When the review meeting is around transition; either a return to a mainstream setting, transition to specialist provision, or into post-16 provision, any other outside agencies with close involvement, are invited to ensure the student’s needs are accommodated.

At review meetings the young person’s progress will be reviewed, using their Individual Learner Profile (ILP) is used to review the agreed targets, strategies and any resources needed to achieve the young person’s planned outcomes.

The teacher or, the person who knows the young person best in an educational setting will usually hold responsibility for the implementation of the and the monitoring/ evaluation of progress to objectives.

In drafting targets, MSPRU works to the following principles and processes:

* Targets are drawn from the priority of need, which is identified through the initial referral, the young person’s ILP, baseline assessments, SEND assessments, and any additional SEND Support Plan alongside discussions with the young person, parents and carers

In agreeing targets, MSPRU works to the following principles and processes:

* Parents/ Carers, students and professionals/ outside agencies have access to all baseline assessments, SEND documents and reports relating to the young person;
* Parents and carers are given opportunity to express their views alternatively or additionally, recorded using a parent voice document such as the Views of the Parent/ Carer form;
* Young people are given opportunity to express their views alternatively or additionally, recorded using a student voice document such as the Views of the Child/ Young Person form, or the “About Me” form;
* All present at the meeting may request a copy of the reviewed ILP and any relevant documentation for future reference;
* Any parties invited to the meeting who could not attend are provided with copies on request.

In addition to their normal review cycle, all young people undergoing cycles of Assess, Plan, Do, Review; or undergoing Statutory Assessment receive additional reviews, held as Team around the Child (TAC) meetings, involving the young person, their parents or carers, referring school, and all professionals working with the young person.

All young people with an Education~~al~~ Health Care Plan receive an Annual Review. The Annual Review will consider the extent to which the young person has achieved the outcomes in the EHC Plan and whether further action is necessary. Further action may include setting new objectives, discontinuing the EHC Plan (if sufficient progress has been made or if all outcomes have been achieved) or considering whether further, additional support is necessary through amendments to the original plan.

1. **What should parents and carers do if they have concerns about their child’s special educational needs?**

Parents and carers with any specific concerns about their child that are, or may be related to special educational needs (SEND) should, in the first instance, speak to their child’s centre manager or key worker. Staff will then contact Paul Barker-Mathews, our Special Educational Needs Coordinator (SENCO) and/ or the Centre’s SEND Lead.

**The role of the SENCO**

The SENCO role is to provide input on any issues across MSPRU that are or may be related to SEND, including:

* Attending meetings, including TAC Meetings, EHCP Annual Reviews/ Emergency Reviews, SEND cohort reviews and centre drop-ins, and any Multi-Agency meetings or Transition meetings when issues are related to SEND;
* Undertaking SEND assessment through SEND Team referral, using evidence-based assessments;
* The planning, delivery, and review of MSPRU Intensive interventions (through SEND Referral and based on priority need);
* Liaising with Educational Psychologists, SaLT, and all other professionals/ agencies involved with the young person’s SEND;
* Liaising with families, referring schools, and the local authority with regards to the request for Statutory Assessment (EHC Needs Assessment), and the maintenance of EHC Plans
* Communicating with specialist schools, and post-16 provision on SEND issues and transition planning;
* Working in partnership with mainstream schools on SEND issues relating to reintegration;
* Providing training and resources to MSPRU staff on SEND issues – including briefing/ updating on any new development to arise with a young person;
* Providing on-going CPD, training, and resources to support all staff across MSPRU, including Alternative Providers, in meeting their duties as teachers of SEND, as outlined in the SEND Code of Practice, 2015;
* Supporting the Manchester’s School Outreach Offer by providing SEND guidance and support for mainstream secondary schools and Alternative Providers.

**See Page 29 of this document for school’s SENCO contact details.**

1. **How will the school support young people with SEND at key transition points?**

The key transition points for any young person in secondary education are:

* Year 9 to Year 10;
* Year 10 and Year 11 towards Post-16 Provision, including education, training and employment.

For young people at with an Educational Health Care Plan (EHC Plan) the Annual Review will also include a Transition Review at these stages to plan for Post-16 options and the support needed to prepare them for adulthood, employability, and independence.

Due to the nature of our provision, as a Pupil Referral Unit, young people attending MSPRU will also be subject to additional transition points. These include:

* Transition from mainstream to a placement at MSPRU;
* Transition from a MSPRU or AP KS3 centre to a KS4 centre;
* Transition to a specialist education school placement;
* Reintegration back into a mainstream secondary school setting;
* For a small number of young people, transition from a placement within our Bespoke Education Programme (BEP) to the wider MSPRU school community.

MSPRU works closely with young people and their parents and carers, to pre-empt anxiety and any other difficulties around any of these transitions. MSPRU works on a case-by-case basis using strategies such as:

* Personalised transition plans that take into account individual needs and aspirations;
* A personalised support plan for reintegration into mainstream school and college settings, including information-sharing, supported visits, and enhanced transition plans.

All of our young people have access to additional, high-quality careers advice and guidance, to ensure they are working towards aspirational, realistic and sustainable study, training, and employment goals.

1. **What opportunities do parents and carers have for expressing their views?**

As outlined within this report, there are regular opportunities for parents and carers (including carers of young people who are looked after by the local authority and have SEND) to express their views formally. Primarily, this opportunity is provided through regular Review Meetings, every half-term. For young people with an EHC Plan, one of these reviews is designated an Annual Review.

We encourage parents and carers to maintain regular contact and to work with us to pre-empt any concerns or before problems could intensify.

Parents and carers can also arrange, by request, a meeting with a member of the senior leadership team to express their views. MSPRU aims, as much as possible, to hold a meeting within five working days of such a request being made.

The MSPRU has a complaints procedure. This begins with telephone or written contact with the Head of Centre your child attends, or the centre’s Pastoral Support Officer. Following this contact, if you feel dissatisfied with the outcome of discussions with the Head of Centre, or Pastoral Support Officer, please ask for an appointment to meet with the Headteacher or a member of the leadership team, a Deputy Headteacher, or the relevant Assistant Headteacher.

If you feel that the issue you have raised has not been resolved through the informal process and you wish to pursue a matter further, you may raise it through the formal procedure.  To do this you must write a formal letter of complaint to the Headteacher.

If you believe that the PRU has not properly followed its complaints procedure or has not acted fairly or reasonably in responding to your complaint you may refer the matter to the local authority.  The local authority will provide advice to the parent/ carer and the Governing body of Manchester Secondary PRU in the event that a complaint which has been considered under the formal procedure remains unresolved or if the complaint is specifically about the Headteacher.

1. **Where can parents and carers gain further advice and support?**

**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:**

1. **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)

1. **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)

1. **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)

1. **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**

Paul Barker-Mathews

**MSPRU SENCO**

**Manchester Secondary Pupil Referral Unit**

**SEND Team**

Mersey Valley Campus  
Barlow Hall Road  
Chorlton-cum-Hardy  
Manchester  
M21 7JJ

**Centre Telephone:** 0161 696 7962

**Mobile:** 07736 896 145

**Email:** P.Barker-Mathews@mspru.manchester.sch.uk

**Reviewed by:** Paul Barker-Mathews, SENCO, November 2023

**Updated by:** Paul Barker-Mathews, SENCO, February 2024