

Exploring Types of School and Support for Children with SEND

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What would you like to
know?

'The most important people in any child or young person's life are their parents. You know your children best of all. What you as parents think, feel and say is important. You should be listened to and you need to be fully involved in decisions that affect your children.'

Edward Timpson SEND Code of Practice 2014

What schools/colleges are available for children with Autism in Manchester?

- Majority of children – Mainstream
- Resourced Provision
- Specialist Schools

What are the SLCN Resourced Provisions?

- They are in a few mainstream primary schools and secondary schools in each district of the city
- Bases not units, run by the school with LA funding
- Children will share time between mainstream and resourced base
- Staff with enhanced training and additional training for all school staff
- Designed to help children be more able to access a mainstream curriculum
- Access to SALTs and OTs
- If your child needs a completely different curriculum, they are not suitable; specialist schools may be a better fit

Specialist Schools

Grange School – purpose built, 5 – 19, city-wide autism school

Specialist support schools – usually have class groupings of children with similar needs, including autism specific classrooms

What specialist schools are available in Manchester?

- **Specialist city-wide school for autism** – Grange
- **Specialist support schools** - for children with a range of needs including ASCs

District	Primary	Secondary
South	Ashgate	Piper Hill Pioneer House
Central	The Birches	Melland
North	Camberwell Park Prospect House	North Ridge
Citywide	Rodney House Lancasterian	Lancasterian

What does the law say about schools meeting the needs of children/yp with SEND?

- All children have a right to an education that enables them to make progress
- All children with special educational needs (SEN) or disabilities should have their needs met, whether they are in early years settings (like a nursery or a childminder), in school or in college.

SEND COP Parent version

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Examples of good SEND practice on transition to secondary school?

- Effective transition planning
- Communication re child's needs to staff e.g. 'About Me' profile (see below); communication passport, individual learning profile
- Support with organisation, planning & independence skills
- Reasonable adjustment of curriculum and work presentation
- Homework / Study skills support
- Access to 'safe space'
- Identified key adult
- Choices, including a quiet space, for breaks and lunchtimes

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ABOUT ME


My Likes

Add text here

Things I Need Help With

Add text here

Name:



Click here to add a picture

My Strengths

Add text here

Keeping Me Safe and Well

Add text here

How to Support Me

Add text here

Everyday Information

Add text here

How I Communicate

Add text here

Other

Add text

Date written: _____

Updated by: _____



Manchester Local Care Organisation



Manchester University



Engaging with your Child's School

You can:

- Raise concerns with the class teacher
- Ask for a meeting with class teacher and Special Educational Needs Co-ordinator (SENCO) to share information about your child's needs and create a plan
- You have the right to contribute to any planning to meet your child's needs e.g. outcomes
- Attend as many meetings as possible

What questions can parents ask?

Parents should know what their child is working on

- What are the planned outcomes for my child and have these been achieved?
- Does my child have any short term targets and strategies? How are these communicated to him / her?
- How can my child and I be involved in SEN planning?
- How is my child's progress monitored and reviewed?

For many children who are on the autism spectrum targets are likely to focus on communication, social inclusion and flexibility

The structure of SEND support

Early Response

Quality-first teaching: All work should be set at an appropriate level for each child.

Extra/different support provided for children with SEND.

This can take different forms.

Met by school's existing SEND resources.

When Concerns Persist

Schools need to demonstrate the coordination and use of external agencies (e.g. Educational Psychologists, an ASD outreach specialist or a speech and language therapist)

Schools use their budget to support the child before turning to EHCP (except in exceptional circumstances).

Education Health and Care Needs Assessment

A more intensive level of specialist support is needed and cannot be met from the school's existing SEND resources.

This assessment may result in an EHC Plan.

Often specialist provisions require an EHC Plan.

Most children will be given SEND support by school before they will consider an EHC needs assessment.

What the law says

- Many children with an EHC plan will be taught in mainstream schools, but some may be taught in special schools.
- If your child has an EHC plan, you can make a request for a non-maintained special school, or for an independent school or college* (from an approved list)
- The local authority must comply with your preference and name the school or college in the EHC plan unless provision there is considered to not meet their needs, not represent good value for money or would impact negatively on the education of others
- Where an independent school is named on the EHC plan the local authority is obliged to provide the funding to meet the provision set out in the plan.

SEND COP Parent version

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

- Greater Manchester Neurodiversity in Education Programme (formerly Autism in Schools)
- Partnership for Inclusion of Neurodiversity in Schools (PINS) PINS
- <https://manchesterparentcarerforum.org.uk/autism-in-schools-and-co-production-2/>



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