

Manchester Accessibility Strategy

2017 – 2019



**MANCHESTER
CITY COUNCIL**

Manchester Accessibility Strategy 2017 - 2018

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Accessibility Strategy 2017 – 2018

Part A

Overview

The purpose of this Accessibility Strategy is to ensure accessibility of the curriculum, physical environment and information for pupils with Special Educational Needs and Disabilities (SEND) is central to the delivery of services in Manchester and supports schools and settings with the development of their accessibility plans.

To deliver the outcomes outlined in this Strategy, existing funding streams, such as high needs funding, will be focussed toward the priorities identified. Manchester City Council will continue to try and improve its efficient and effective use of resources by using an asset based approach.

The Accessibility Strategy will be kept under review and altered as necessary to incorporate newly published legislation and statutory guidance and reflect developments in Manchester City Council's strategic priorities.

Vision – Strategic Priorities

The vision for Manchester's children and young people with SEND is that they achieve their potential in education, have happy and fulfilled lives, have choice and control and make a successful transition to adulthood. This is supported through Manchester's 'All-Age Disability Strategy', 'Our Manchester, Our Children' and the Manchester Locality Plan.

Manchester City Council recognises and actively promotes the removal of physical obstacles for disabled learners and supports advances in technology to strengthen and enhance communication, teaching and learning to ensure education, the curriculum and information is more accessible.

Manchester City Council supports 'The Social Model of Disability' and promotes an asset based approach. Through the removal of barriers Manchester will have a 'disabled people-friendly city'.

These strategies have been developed so that everyone can benefit from and contribute to the City's success. They are bold approaches that focus on people's strengths and help unlock the potential that exists in the City.

Therefore, for children and young people, the key aspects are to:

- To continue to further develop the work to maximise independence for children and young people with Special Educational Needs and Disability (SEND)
- Increase choice and control for children and young people with SEND and their families
- Increase access to local and universal opportunities, facilities, activities, services within local communities
- Ensure that education is inclusive and improves attainment and other outcomes for children and young people
- Ensure there is better transition and integration within education, health and care
- Secure more post 16 choices for young people such as increased access to

- supported internships, training and opportunities to move onto employment
- Increase opportunities and develop ways to improve how the voice of children and young people is included in service design and delivery

The Manchester Strategy – ‘Our Manchester’

The Manchester Strategy is a long term strategy for Manchester and sets out a vision to shape the future for Manchester over the next 10 years and launched in January 2016. The Manchester Strategy addresses some key global and national changes that will have impact on Manchester’s future including accessibility. Its overall approach is a collaborative one, focusing on the person not the process and promoting independence by means of an asset based approach.

‘Our Manchester – building a safe, happy healthy and successful future for children and young people.’

Manchester All-Age Disability Strategy (AADS)

Manchester All-Age Disability Strategy is an overarching strategy launched in June 2016. The aims of the AADS are that disabled citizens should have the same life opportunities and achieve the same outcomes across key areas, as those which are available for the wider population.

The AADS identifies gaps and opportunities for improving activities and services aimed at increasing the life chances of disabled people. It also is an overarching strategy which draws together and evaluates existing and planned work across Manchester City Council, partners and agencies.

The AADS, the governance and engagement model incorporates the ‘12 Pillars of Independent Living’. Four of the pillars directly support the Accessibility Strategy:

- full access to the built environment
- appropriate and accessible information
- accessible and inclusive education and training
- adequate provision of technical aids and equipment

Joint Strategic Needs Assessment (JSNA)

The Joint Strategic Needs Assessment (JSNA) for children and young people in Manchester has been produced in recognition of the fact that improving the health outcomes of children and young people including those with SEND in Manchester requires a multi-agency approach to the collation, analysis, presentation and publication of data, research and intelligence relating to the health and wellbeing of children, young people and families across the City.

The JSNA as a whole looks at the health needs of the population across the three ‘life stages’ of children and young people (Starting Well and Developing Well), adults (Living Well and Working Well) and older people (Ageing Well).

Legislation

Manchester City Council has a duty under equality legislation to prepare an accessibility strategy. The strategy describes how the Local Authority will work with schools and Early Years setting to:

- increase the extent to which disabled pupils can participate in the schools’ and

Early Years' curriculums

- ensure that schools and Early Years settings improve the physical environment
- improve the delivery of information to disabled pupils and their families

This is known as 'The Planning Duty'. Schools must also have regard to the need to provide adequate resources for implementing plans and must regularly review them.

Schools also have additional duties under the Equality Act to publish information e.g. to demonstrate compliance with the Public Sector Equality Duty.

Manchester City Council must prepare accessibility strategies based on the same principles as the accessibility plans for schools.

The Accessibility Strategy addresses Schedule 10 of the Equality Act 2010 relating to disabled children and young people and their access to schools maintained by Manchester City Council. This also includes Early Years settings that receive funding by the Local Authority. Academy responsible bodies are encouraged to use this guidance to promote good practice.

All maintained schools, maintained nurseries and pupil referral units are required to have an accessibility plan which is regularly reviewed by their responsible body. Schools will also need to have regard to providing adequate resources for implementation plans.

Maintained education provisions accessibility plan may be a free standing document but may also be published as part of another document such as the school development plan. This must be made available to parent/carers and young people by means of easily accessible formats such as hard and electronic copies.

For non-maintained schools such as academies, independent education institutions/provisions the responsible body must have an accessibility plan and have adequate resources to implement it. Any academy or independent school, which is registered under section 41 must meet minimum requirements and is inspected by Ofsted in the same way as all schools.

The Accessibility Strategy complements Manchester City Council's existing plans / strategies and information published by schools, to demonstrate compliance with the Public Sector Equality Duty and meets the requirements of relevant legislation including the Children and Families Act (2014) and the SEND Code of Practice (2015).

Part B

Increasing Participation in the School Curriculum

Overview

Significant progress has been made by Manchester City Council as well as its education and health care partners, to improve the accessibility of the curriculum for all children and young people. The aim is to continue to build upon improvements already made, in order to ensure the curriculum provides relevant and challenging learning to all children. This covers not only teaching and learning, PE and sports but also the wider curriculum of Early Years settings and schools, such as school trips and visits, after school activities and extended school activities.

Support for Early Years settings and school leaders, including Special Educational Needs Co-ordinators (SENCO) and Inclusion Co-ordinators, in relation to policies, strategies and systems, is available from the Local Authority and partners, through:

- termly SENCO briefings
- termly Early Years SENCO network meetings
- termly headteacher briefings
- termly briefings for Chairs of Governors
- specific sessions for governors on responsibilities of governing bodies in relation to the inclusion of pupils with SEND
- training sessions and specific advice given to Early Years settings and schools through a specialist Early Years outreach service
- advice and support in relation to individual pupils is available from a range of Local Authority teams, schools and health
- a Matching Provision to Need Tool sets out how schools and settings should be using resources to provide a graduated response to need across the continuum and outlines at what point schools should access additional resources
- outreach support commissioned from special schools to provide support and advice to mainstream schools and settings
- support for pupils requiring assistive or augmented communication
- development of model policies or guidance on specific issues e.g. meeting the requirements of the medical needs policy, guidance on transition to secondary for pupils with SEND
- local offer parent champions
- preparing for adulthood network provides opportunities to share good practice and focus on improving outcomes for young adults with SEND

Manchester City Council will:

- ensure that appropriate links to accessibility are made in training that it arranges
- ensure that awareness training and updates are available for key Local Authority staff, settings and school staff and governors in relation to a range of assessed needs
- encourage Early Years settings and schools to work together and share good practice
- enable schools to access advice and support from a variety of sources in relation to the wide range of issues involved in accessibility and inclusion

- provide access to SEND support services to develop capacity in Early Years settings and schools and to support schools to adapt and differentiate the curriculum
- ensure schools are aware of the importance of the use of interpreters for those children and families who require them

Manchester City Councils' Schools will:

- recognise the potential of vulnerable pupils, reduce barriers to their achievement and inclusion and develop a strong culture for success
- focus on enhancing the life chances of their most vulnerable children
- plan for and teach children with learning needs through a range of proven interventions
- use a range of inclusive teaching strategies
- take an informed view of the possible literacy and mathematics interventions that will be utilised
- ensure effectively supported transition of vulnerable children and young people
- evaluate a range of outcomes of their current additional provision and the value for money it provides; make informed decisions about how best to target available funding in the future
- provide effective professional development for staff and governors
- keep parents and carers informed in line with school policies and the requirements of the 0 - 25 Code of Practice
- use interpreters where necessary

Curriculum

The following section describes in more detail the support services and provision available in the Local Authority to settings/schools to ensure that children and young people with SEND access the curriculum.

Early Years Foundation Stage (EYFS)

The EYFS framework sets out the requirements of all Early Years providers to have arrangements in place to identify and support children with SEND and to promote equality opportunity for children in their care. The 'Early Years Outcomes' assists practitioners, including child minders and nurseries and other settings to help them understand the outcomes they should be working towards. The Code of Practice (2015) makes it clear that SEND support in Early Years settings should be through a graduated approach with four stages of action: assess, plan, do and review. This is referred to as the 'graduated response'. The Matching Provision to Need Tool (MPNT) compliments this approach recognising that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be accessed to assist the child with the difficulties they are experiencing (Code of Practice 2015). Please refer to Appendix 4 – The Graduated Response flow chart.

Manchester's Early Years SEND Pathway

Early Years settings and schools have a key role in planning to increase access to the curriculum for all pupils and in particular for pupils with SEND. Manchester Early Years SEND Pathway makes it clearer for parents and providers where they can get support for their young children through universal, early help and specialist services. There is a strong commitment to early intervention and prevention. The pathway offers a graduated response to need at all levels ensuring that timely, high quality

early help is offered to support young children wherever they are. If appropriate, the pathway offers a way through to assessment against statutory criteria. Please refer to Appendix 3 – Early Years Pathway flow chart.

Continuum of SEND provision in Manchester

The legislation in part 3 of the Children and Families Act is clear that wherever possible children and young people with SEND should be taught in mainstream settings. Manchester continues with its commitment to develop a continuum of provision for pupils with SEND to reflect their needs, allowing the highest level of access to mainstream environments, where this is appropriate. A well-developed and resourced continuum of provision provides children and young people and their parents/carers with greater choice in their education.

The continuum of provision in Manchester includes:

- mainstream provision with or without support
- specialist resourced mainstream provision – the City currently has 13 mainstream schools resourced to meet higher level of SEN.
- access to highly specialist provision – the City currently has 13 special schools
- access to residential specialist provision where appropriate – the City has 1 residential school

This continuum of provision ensures that the majority of children and young people with SEND can have their needs met in their local community. Manchester has seen a significant increase in its school age population since 2008 and one of the challenges has been to maintain a sufficient supply of school places including specialist school places in order to meet demand.

Manchester's Matching Provision to Need Tool (MPNT) – a graduated response

Manchester City Council has produced guidance about the different levels of support educational settings should be providing to meet a child's and young person's additional needs. This guidance is called the Matching Provision to Need Tool (MPNT). MPNT is a tool to support schools, further education provision and Early Years settings when identifying and mapping provision, to provide a graduated response to need across the continuum, for children and young people with SEND.

MPNT has been reviewed to account for the statutory guidance on duties, policies and procedures in the SEND Code of Practice: 0 – 25 years.

Schools, further education provision and Early Years settings should use the MPNTs to assist with decision making about when to seek specialist advice, when to access more specialist support and when to make a request to the Local Authority for an Education Health and Care plan assessment. When making a request to the Local Authority for additional resources, schools and Early Years providers will be required to evidence that they have adopted a graduated response similar to that described in the MPNTs in their planning appropriate provision.

Specifically, the MPNT has been developed to:

- support Early Years settings, schools and further education providers by outlining what levels of need and provision they should be planning for children and young people
- support decision making about future packages of provision for an individual child or young person
- set out the level of need and provision for an individual child or young person that would best be met by mainstream or a specialist provider
- provide information for parents/carers about the level of support their child or young person is entitled to expect

There is one MPNT tool for children and young people aged between 0 and 25 years which is divided into three separate suites:

- 0 - 5 years
- 5 - 14 years
- 14 - 25 years

The 0-5 years MPNT has been developed to support Early Years providers to identify the levels of need and the provision they should make to support children with SEND in their school or setting. This MPNT differs in presentation from the 5-14 and 14-25 versions so that it can be used alongside the Early Years Foundation Stage.

Outreach Support

Manchester commissions special schools in the City to provide outreach support for children and young people with SEND in mainstream schools.

The outreach service provides support to mainstream schools to assist with the inclusion of pupils with SEND, often providing advice, support and training to schools in meeting the needs of pupils.

The Core Offer is the provision of services funded through the Local Authority by the Dedicated Schools Grant. This includes advice in managing the needs of pupils with SEND and suggestions for establishing structures and systems to do this effectively within the school setting. There is no additional cost to mainstream schools to access the Core Offer.

The special schools also have a Targeted Offer of support for which there is a charge. The Targeted Offer provides a more bespoke support.

Details of the Core and Targeted Offer are available to schools through the Schools Hub website.

An overview of each outreach provider and their contact details are provided in Appendix 1.

Medical Needs

Supporting Pupils at School with Medical Conditions, DfE Guidance; should be considered in conjunction with all other relevant duties, policies and guidance, (for example, Health and Safety legislation, the SEND Code of Practice and the Equality

Act 2010) that may impact on support, provision, access and inclusion for pupils with medical conditions.

Manchester City Council has provided a model policy to assist schools to produce their own medical conditions policy in line with their duty.

Schools must put in place effective management systems, arrangements and practices to support children and young people with medical conditions to access and attend school including the curriculum.

Schools medical policy will clarify the range of medical needs that may result in a child requiring support, namely:

- children with long term and/or complex medical conditions who require support to manage their medical needs on a day to day basis to keep them healthy
- children requiring monitoring and/or intervention in emergency circumstances
- children whose health needs may change over time in ways that cannot always be predicted

Resourced Provision

Manchester currently funds resourced provision for children and young people with Autism, Social Emotional and Mental Health difficulties and Hearing Impairment in mainstream schools across the City. These provisions enable pupils to access the national curriculum, whilst receiving specialist teaching and therapy support to meet their assessed needs.

Pupil Referral Units

Manchester has primary and secondary Pupil Referral Units offering both preventive and permanent places. A small proportion of the pupils have Statements/ Education Health and Care plans (EHC plans).

Hospital School

Manchester Hospital School and Home Teaching Service currently provides education for children and young people across Manchester unable to attend their mainstream schools because of medical or mental health needs and also supports vulnerable young women who are pregnant or new mothers who are of school age. The school provides teaching in hospitals, at the school and through home tuition.

Sensory impairment

The local authority commissions the Lancasterian Sensory Support Service (LSSS) to support children and young people with a hearing or vision need from birth to leaving school in Manchester mainstream and special schools. The service supports pupils to access school and the curriculum and provides advice to parents/carers.

Special Schools

Manchester has a wide range of special schools, all of which are good or outstanding. This includes: four primaries and four secondary specialist support schools which cater for pupils with significant learning difficulties. These schools are located across Manchester, so pupils can be educated in their local district.

Manchester has an all age (4-16) special school for pupils with physical disabilities, severe medical conditions and communication needs and an all age (4-19) special school for pupils with Autism.

The Federation of Social, Emotional and Mental Health schools (SEMH) provide specialist education on several sites for pupils with SEMH needs aged between 9 and 16.

Special school head teachers work together through a formal joint venture the 'Special Schools Partnership' to ensure that the children and young people with the most exceptional and complex needs can have their educational needs met in the City. This partnership is currently looking at how the needs of an increasing number of international new arrivals with very high levels of need can access assessment places.

Quality Assurance Process

All schools and Early Years settings have a named Senior Schools Quality Assurance Officer (SSQAO). Senior Schools Quality Assurance Officers play a key role in the quality assurance of the school system. They retain an overview of performance and outcomes across a locality, know the school's individual strengths and areas for development, work with their schools in the brokerage of tailored support and provide a key point of contact with the Local Authority.

Travel Co-ordination Unit – Travel support to access education

Manchester City Council is developing a new approach to disability, to encompass all disabled adults and children living in Manchester. The policy 'Travel Support to Access Education' was agreed by Executive on the 31st July 2015 and aims to support the achievement of these outcomes through a new way of supporting children and young people, with significant Special Educational Needs or Disability, to access education based upon the needs of the child or young person and their family.

The aim of the Manchester's Travel Co-ordination Unit, wherever possible, is to work with the family and young person to develop a travel solution to access education in the same way as their peers. This includes travelling independently for young people and family based travel solutions for young children, as well as the option of a Personal Travel Budget.

The desired outcome of this approach is to actively encourage children and young people's independence. This can result in developing a skill for life and increase their future options for continuing in education/training or employment as well as accessing the community.

Part C

Improving the physical environment of schools and Early Years settings

Overview

Early Years settings and schools are aware that reasonable adjustments may be needed to the classroom or setting to create safe spaces, such as calming areas and workstations for pupils with ASD or Social Emotional and Mental Health Difficulties. From September 2012 there has also been a new requirement to provide auxiliary aids for disabled pupils subject to the Reasonable Adjustment Duty.

Manchester support services from health and education can advise about adaptations to the inside and outside environment for individuals to help include pupils with sensory integration needs such as building technical officers.

This will include advice and guidance relating to:

- issues of physical space and how to reduce distractions
- opportunities to present information visually
- providing organisational strategies to complete activities
- having visual structure to help with organisation, increase clarity and provide instruction

Buildings

Manchester City Council (MCC) is committed to the provision of improving accessibility to its education facilities and removing barriers in compliance with the requirements of provision in the Disability Discrimination Act 2005 (DDA 2005), Education (School Premises) Regulations 2012 and the Government's national change programme Every Child Matters – Change for Children.

Under the Building Schools for the Future programme the City provided:

- 30 new facilities that are easily accessible to users with impaired mobility, hearing or vision
- 10 Autism resourced provisions
- 5 special schools - 3 of which are co-located.

More recently through targeted basic need and the basic need capital programme Camberwell Park, Ashgate Primary school are now in a purpose built school and Rodney House is currently being built. From September 2016 a Key Stage 3 Pupil Referral Unit has been in place.

Any improved provision will be delivered in compliance with a combination of basic mandatory statutory requirements under the Building Regulations and (subject to extent of funding availability) excellence in seeking to achieve beyond basic provision under local policy in the form of 'Design for Access 2' (DfA2) and national design guidance from the Department for Education - Building Bulletins (BB).

The DfA2 document deals primarily with support for any facility users with physical impairments, whereas the BB's especially (BB102 – Designing for children with special needs: 2009) deal with a wider variety in impairment including those with emotional or behavioural needs. (Note - BB102 supersedes the recommendations and requirements contained in BB 77:1992, BB91:1999 and BB94:2001).

Technical officers will also be able to advise if elements of B8300:2009 will be applicable although much of this document has now been included in the latest Approved Document M of the Building Regulations.

Where projects are concerned with the refurbishment of an existing facility where existing structure, fabric or topography may form limiting constraints, technical officers from the Capital Programme Division will advise on how to achieve compliance and where this is not practicable offer alternatives with the least compromise to service delivery in compliance with DDA 2005.

MCC Capital Programme Division will assist in the evaluation of user needs and where applicable commission an access audit to identify where there are shortfalls in provision. The audit findings together with a summary of user needs will be used in the preparation of a design brief outlining the works needed to achieve compliance.

Improved access to existing buildings can be achieved by:

- rearranging room space
- removing obstructions from walkways
- changing the layout of classrooms and designated storage space
- by reallocating rooms to particular subject specialisms

When planning to improve the physical environment, schools should consider the needs of individual pupils or groups of pupils including:

- complex and less complex physical impairments to improve access to existing buildings through room rearrangements and alterations
- sensory impairment or other difficulty requiring adaptations
- specialist toilet and changing facilities

In addition to having a duty to consider reasonable adjustments for particular individual disabled pupils, schools also have to consider potential adjustments which may be needed for disabled pupils generally; as it is likely that any school will have a disabled pupil at some point. Schools need to consider general reasonable adjustments.

Manchester City Council is committed to developing the range of provision available across the City with the aim that children are able to access an adapted school within their local area and recognises that schools are likely to require external support when looking to make improvements of this nature.

External support available:

- Physiotherapist
- Occupational Therapists
- Speech and Language Therapists
- Minor adaptations
- Specialist equipment
- Sensory Service
- Technical Officers (buildings)

Part D

Improve the delivery of information to disabled pupils and their families

Overview

This part of the duty covers planning to make written information normally provided by a school to its pupils available to disabled pupils. The information should take account of pupils' disabilities, pupils and parents preferred formats and be made available within a reasonable time frame. The information might include handouts, timetables, and information about school events. Schools might consider providing the information in alternative formats (such as large print and audio tape) using ICT, or providing the information orally.

Assistive Technology

This is any device or system that allows an individual to perform specific tasks they would otherwise be unable to do or increase the ease and safety with which the task can be performed. Assistive technology may be used to assist people with communication, learning, health or independent living.

Manchester City Council's Website

There are a range of services and practical information available to parent/carers and young people on the Manchester City Council's website. The Local Authority's website is regularly updated to ensure information is correct, readable and accessible. The Local Authority's website is available to all members of the public and to Local Authority staff.

Parent/carers and young people can use the search engine on the Local Authority's website or the directory, to easily access information or services relating to children and young people with SEND including relevant policies.

The Local Authority's website has an accessibility link for service users to adapt the website to meet individual needs including modifying text, font, letter spacing and contrast background colour. In this section there is further link to access the Accessibility Statement. This link supports services users to further access the website.

Options include:

- Browsealoud – speech enabled for those who have difficulties reading web pages
- Sign Video Interpretation Service – an online sign language interpreting service

Manchester's Local Offer for children and young people with SEND

Manchester's Local Offer is more than a directory. It brings all universal and specialist services into one place and has been developed with parents/carers, children and young people. It helps parents/carers and young people identify the right services by giving clear information about who can access services (eligibility criteria) and how to access services. Manchester's Local Offer is published on the Manchester City Council Help and Support website for children and young people with SEND and their parents/carers and provides:

- information about education, health and care services
- information about leisure activities and support groups

- information about travel and transport, training and employment

In addition the Manchester Local Offer will:

- be clear, comprehensive and accessible
- make service provision more responsive to local needs
- be developed and reviewed with service providers and service users
- make it easier to find out what parent/carers and young people need to know
- help parent/carers and young people to find information when they need it and to be less dependent on other people to do this for them
- help parent/carers and young people to find the nearest and most suitable services
- help parent/carers and young people to ask the right questions
- help parent/carers and young people to provide feedback about what is needed, raise concerns or make a complaint
- Parent Champions are also raising awareness of the Local Offer and how families can help to shape the services by reporting gaps. Local authority staff and parents are working with play, youth, and leisure providers to help them become more accessible.

School Websites

The School Information (England) (Amendment) Regulations 2012 specifies the minimum requirements for information which must be provided on school websites and reproduced as a paper copy without charge for any parent who asks for it.

School websites must be reviewed annually by the responsible body and include:

- school contact information including name, postal address, telephone number and a named person for enquiries are to be directed
- access to the most recent published school records and data including key stage 2 and key stage 4 results as published by the Secretary of State in the School Performance Tables published on the Department for Education's website
- information as to where and by what means parents may access the most recent report about the school published by Her Majesty's Chief Inspector of Education, Children's Services and Skills
- information as to where and by what means parents may access the School Performance Tables published by the Secretary of State on the Department for Education's website
- access to the Behaviour and Medical Policy
- access and overview of the curriculum provided such as reading schemes
- school term dates
- information on the amount of the Pupils Premium Grant
- information on how to access the local area SEND Local Offer
- special educational needs information report to show how they are meeting the needs of pupils with SEND
- access to the SEND Information Report
- information on the Governing Body

Part E

Continuity

Transition

Making the transition to high school is a significant time in children's and young people's school lives. It presents new challenges for many children and young people and their families regardless of their individual needs. Good practice is vital to ensure that no child or young person misses out on a quality transition. This can have a massive impact in terms of reducing anxiety, helping children and young people engage better with their learning, increase social inclusion and ultimately support better outcomes in high school and later life.

A multi-agency working group from education, health and parents developed a set of standards and a resource pack to support transition for all pupils. It is based upon existing good practice already happening in mainstream schools across Manchester and also takes account of the views of some pupils on what made transition easy or challenging and what would have made their transition more effective.

This resource is a two tier approach:

Tier 1: Universal resources for all pupils.

Tier 2: More specialist resources for children who need individual transition planning.

Using the resource involves:

Step 1: Completing the self-audit tool – there are versions for both primary and secondary schools.

Step 2: Identifying areas for further development to support transition. This may be to develop strategies to support the transition for all pupils or specialist strategies for pupils with very significant transition needs.

Step 3: Accessing the resources to support the development plan.

The standards, guidance and resources for high school transition are available for schools to access on Schools Hub.

Preparing for Adulthood

Some of the biggest changes brought in by the new Children and Families legislation are the extension of the age range to 25 and the focus on improving life outcomes:

- Employment and higher education
- Independent living – helping young people have choice and control over their lives, and prepare for greater independence
- Participation in society – including having friends, supportive relationships and young people making a contribution to their local community
- Being as healthy as possible in adult life – eating healthily, taking exercise, using adult community health services

Young people with SEND should be able to access community provision in their local area – the Local Offer and Short Breaks provision are both enabling better access and families' feedback on the Local Offer will help access to improve over time.

From year 9, schools should focus their EHC plan reviews on preparing for adulthood. This will include planning the further education, training and employment the young person hopes to enter and the qualifications they hope to achieve. It should also include a discussion about preparation for independence, community participation and health and wellbeing, such as how the young person can learn to travel independently or to practise using their money in the local community and how they can be supported to maintain friendships and to eat healthily and continue exercising once they leave education.

Although some young people may have an EHC plan until they are 25, the majority will achieve their educational outcomes well before that age. An EHC plan will cease when the young person achieves all their education/training outcomes, enters employment, enters higher education or is over 18 and no longer wishes to engage in further learning.

Part F

Manchester Local Area Support Services and contact information

Augmentative and Alternative Communication (AAC) Partnership Manchester

Augmentative and Alternative Communication (AAC) means any method of communicating that supplements the ordinary methods of speech and handwriting, where these are impaired.

Manchester AAC Assessment Service offers assessment and provision of Augmentative and Alternative Communication resources for children and young people in Manchester aged 2-19 who attend mainstream, special schools, academies and free schools.

This service is for children and young people within Manchester who have limited or no speech and would benefit from AAC to help them to communicate. The AAC Assessment Team consists of Health, ACE Centre, Speech and Language and Occupational Therapists and Teaching Staff working in Manchester schools. A Steering Group has been established to ensure the ongoing development of this service.

Contact details:

Address: Lancasterian School, Elizabeth Slinger Road, Manchester,
M20 2XA
Telephone: 0161 445 0123

Child and Adolescent Mental Health Service (CAMHS)

Child and Adolescent Mental Health Service (CAMHS) are for children and young people with disabilities and their families when they need support with behaviour or mental health issues at home. CAMHS is located in the north, central and south of the city.

Services include:

- Social Communication Assessment and Intervention Team (SCAIT)
- Clinical Service for Children with Disabilities
- a specialist team who see children with severe learning disabilities
- Acquired Brain Injury
- Autism and other complex disabilities
- For families when they need support with behaviour or mental health issues at home

Contact details:

North

Address: The Bridge, Madison Place, One Central Park, Northampton
Road, Manchester, M40 5BP
Telephone: 0161 203 3250

Central

Address: Winnicott Centre, 195-197, Hathersage Road, Manchester

Telephone: M13 0JE
0161 701 6880

South

Address: The Carol Kendrick Centre, Wythenshawe Hospital, Southmoor Road, Manchester M23 9LT
Telephone: 0161 902 3400

Early Help

Early Help Assessments (EHAs) are carried out by all agencies. Central co-ordination is provided by three Early Help Hubs. Public information is made available by the Early Help website which links through to local and national health and well-being information. Early Help is available for 0 – 25 years, in line with the SEND Code of Practice as part of the early intervention and prevention strategy.

Schools are advised to use the EHA where the child or young person's needs require a co-ordinated approach from more than one agency.

You can contact your local Early Help Hub for general advice, guidance and information by:

Early Help Hub: North
Telephone: 0161 234 1973
Email: earlyhelpnorth@manchester.gov.uk

Early Help Hub: Central
Telephone: 0161 234 1975
Email: earlyhelpcentral@manchester.gov.uk

Early Help Hub: South
Telephone: 0161 234 1977
Email: earlyhelpsouth@manchester.gov.uk

Early Help Practitioner Zone web link:

<https://hsm.manchester.gov.uk/kb5/manchester/directory/advice.page?id=0MS6JEfg-Zw>

Help and Support Manchester

Parents/carers and young people can use the Help and Support Manchester tool on Manchester City Council's website to run a customised search for the kind of service they need. For example, children's centres, childminders, nurseries and playgroups in your local area. It also hosts the Local Offer for disabled children and young people or those with special educational needs and their parents/carers.

Web link: Help & Support Manchester

<https://hsm.manchester.gov.uk/kb5/manchester/directory/home.page>

Independent Supporters in Manchester (SEND)

For parents, carers and young people, Independent Supporters will:

- Help parents, carers and young people to understand the local referral process and local offer

- Act as a named contact person throughout the EHC assessment and planning process
- Focus on the main task of helping to transfer a Statement of SEN or Learning Difficulty Assessment (LDA) to an EHC plan (transfer reviews)
- Help parents, carers to put together the one page profile for your child or young person;
- Work with parents, carers and young people who are new to EHC referrals
- Liaise across a range of local services and help parents, carers and young people to gather the information required for an EHC plan
- Provide information to help parents, carers and young people understand personal budgets

Independent Supporters in Manchester are employed by the Together Trust, which is working in partnership with IAS Manchester. Requests for Independent Support should be made to IAS Manchester via the confidential telephone: 0161 209 8356.

Information, Advice and Support (IAS) service Manchester

IAS Manchester offers independent information, advice and support to parents/carers and young people to increase their involvement in the education of their children with SEND. The service also ensures that parents/carers and young people have access to information and advice about issues relating to the child or young person's health and social care. IAS staffs have undertaken training, which is accredited by the solicitor's regulatory authority.

IAS Manchester offers:

- advice, information and individual support about the special educational needs system including Education, Health and Care (EHC) plans
- where appropriate, referral to Independent Supporters to help families and young people going through the process of converting a SEN Statement to an EHC Plan
- support with education letters and meetings about a child or young person's SEND
- support to make parents/carers and young people's views, choices and decisions known
- a confidential and impartial telephone helpline service
- parental/carer drop-ins in community locations and home visits if needed
- encourage partnership and dialogue between parents, local authority and health services, schools, colleges and voluntary organisations
- liaise with the Statutory Assessment Team and schools' SENCOs to progress issues parent/carers may be experiencing
- signposting to statutory, voluntary and community organisations
- advice to parents and young people around any concerns with the statutory assessment process

Email: parents@manchester.gov.uk

Address: Westwood Street Centre, Westwood Street, Moss Side,
Manchester, M14 4PH

Telephone: 0161 209 8356

Fax: 0161 274 7184

Web link:

http://www.manchester.gov.uk/info/500132/special_educational_needs/628/information_advice_and_support_ias_manchester-15k

Parent Champions at IAS Manchester

Within IAS, Parent Champions offer a new and innovative way to increase capacity with the service. Parents are inducted and trained in a variety of general areas; they are able to specialise in specific interest areas. IAS case workers offer a supportive and supervisory role, including mentoring and shadowing opportunities. The interest in, and scope of this innovation is already impacting on the reach and numbers of families getting quality information, advice and support.

Contact: Mary Merritt / Mona Bhabuta
Telephone: 0161 234 1946.
Email: m.merritt@manchester.gov.uk / m.bhabuta@manchester.gov.uk

Lancasterian Independence Development Service (IDS)

The Lancasterian Independence Development Service (IDS) based at Abraham Moss Centre, Crumpsall is a residential resource which offers a unique opportunity for children with physical disabilities (over 9/10yrs) to develop life and social skills. The IDS' large homely bungalow, with adapted flat attached, can accommodate up to 7 students on planned placements.

The placements differ in length up to a maximum of three weeks, a couple of times each year and are organised depending on age, ability and readiness of the student to stay away from home. IDS provide a realistic setting where students work on skills leading to greater physical, personal, emotional and social development through practical experience. Students come to the IDS Monday - Friday and attend their own school as normal.

Students are encouraged and guided to achieve their full potential by practicing skills in both a home environment and out in the community. Teaching young people to keep themselves safe in a variety of situations (out and about, on social networking sites, within friendships and relationships) is also an important part of being at the IDS.

Contact details:

Address: Lancasterian, Abraham Moss, Crescent Road, Crumpsall, Manchester, M8 5UF
Telephone: 0161 795 1303 (main office) or 0161 795 0780
Contact: Avril Regan (Head of Service)
Email: m.regan@lancasterian.manchester.sch.uk

Lancasterian Sensory Support Service (LSSS)

LSSS supports all children and young people (CYP), and their families, who have a sensory impairment such that additional support and/or advice are required to access learning.

- Age Group: birth to leaving school, i.e. 16 or 19 years depending on provision.
- Teaching, advice and information regarding learning and education
- Building capacity through training and support to families, settings and individuals
- Multi-agency working
- Independence development including habilitation skills and equipment use
- Hearing Technology support for effective use and maintenance of hearing equipment used by deaf or hearing impaired children and young people
- Provision of, and training in, the use of assistive technology required by

visually impaired children and young people to access learning

Contact details:

Address: Elizabeth Slinger Road, West Didsbury, Manchester M20 2XA
Telephone: 0161 445 0123
Contact: Helen MacDougall (Head of Service)
Email: h.macdougall@lancasterian.manchester.sch.uk
Or Carolyn Davies (Service Support Manager)
Email: c.davies@lancasterian.manchester.sch.uk

Lancasterian Travel Training Partnership (LTTP)

LTTP specialise in training young disabled people how to use public transport safely and confidently. LTTP began in January 2008 and have trained over 200 young disabled people to travel independently on public transport.

LTTP also support other local authorities to set up their own travel training schemes. In addition, LTTP work in partnership with Trafford Local Authority running their travel training on their behalf.

LTTP work closely with Transport for Greater Manchester and collaboratively chair the Greater Manchester Travel Training Forum.

Contact details:

Address: Elizabeth Slinger Road, West Didsbury, Manchester, M20 2XA
Telephone: 0161 445 0123
Contact: Kevin Northrop (Head of LTTP)
Email: k.northrop@lancasterian.manchester.sch.uk

Local Offer

Web link: _

http://www.manchester.gov.uk/info/500132/special_educational_needs/6181/manchesters_local_offer_for_children_and_young_people_with_sen_and_disabilities

Short Breaks – Specialist Resource Team

The Local Authority offers parents and carers a break from their caring responsibilities as part of its Local Offer through Universal services for children and young people with SEND. There is a wide variety of Short Break activities available including befriending, after school, weekend and holiday groups.

There are a small group of children and young people where the Local Authority's Universal Offer may not be appropriate to meet their needs. In these cases, the Local Authority will agree a support plan with the parent/carer and young person to provide a targeted or specialist Short Break service or a direct payment as a contribution towards an agreed package of Short Breaks activities.

Contact details:

Address: The Specialist Resource Team, Manchester City Council
Directorate for Children & Families, 1st Floor, Universal Square
Devonshire Street North, Ardwick, Manchester, M12 6JH
Telephone: 0161 219 2125
Fax: 0161 274 7084

Email: shortbreaks@manchester.gov.uk

Web link:

http://www.manchester.gov.uk/info/200016/children_and_childcare/1484/short_break

Social Communication and Intervention Teams (SCAIT)

Since September 2004, Child and Adolescent Mental Health Services (CAMHS) have had a multi-agency social, communication and intervention team (SCAIT). The SCAIT team consists of a child psychiatrist, clinical psychologist, educational psychologist, specialist speech and language therapists and others to assess and provide intervention for children with autism. There are three SCAIT teams in Manchester that assess for autism. They are based within Child and Adolescent Mental Health Services.

Contact details:

North

Address: The Bridge
North Manchester CAMHS Madison Place, Central Park
Northampton Road, Manchester, M40 5BP
Telephone: 0161 203 3251

Central

Address: The Winnicott Centre
195-197 Hathersage Road, Manchester, M13 0JE
Telephone: 0161 701 6880

South

Address: The Carol Kendrick Centre, Stratus House, South Moor Road
Wythenshawe, M23 9XD
Telephone: 0161 902 3400

Travel Co-ordination Unit – Travel support to access education:

Address: The Travel Co-ordination Unit
1st Floor Universal Square, Devonshire Street North, Ardwick
Manchester, M12 6JH

Telephone: 0161 219 6400

Email: hometoschool@manchester.gov.uk

Web link:

http://www.manchester.gov.uk/info/500132/special_educational_needs/1856/travel_a

Appendix 1 - Manchester Outreach and Inclusion Providers

Ashgate Specialist Support School Outreach Service

Ashgate is a Primary School for children with Special Educational Needs, based in Wythenshawe. Ashgate supports children with:

- Autism
- Profound and Multiple Learning Difficulties
- Severe Learning Difficulties
- Generic Learning Difficulties
- Social, Emotional and Behaviour Difficulties
- other associated difficulties

As a Specialist Outreach and Inclusion Support Team, Ashgate offers support for primary schools in the South Manchester and Wythenshawe district, by providing appropriate, targeted responses through verbal advice, observations, capacity building and training. Support from Ashgate can be focussed on the needs of the pupils or on supporting the school and its staff as a whole.

Contact details:

Address: Crossacres Road, Peel Hall, Wythenshawe, Manchester
M22 5DR
Outreach Lead: Sarah Drinkwater
Telephone: 0161 219 6642
Email: outreach@ashgate.manchester.sch.uk

The Birches School Outreach Service

The Birches Specialist Support Primary School is a primary school for children with special educational needs based in West Didsbury.

As a Specialist Outreach Service, The Birches offer support for primary schools in the Central and East districts. Support from The Birches School can be focussed on the needs of the pupils or on supporting the school and its staff as a whole.

Contact details:

Address: Newholme Road, West Didsbury, Manchester, M20 2XZ
Outreach Lead: Angela Lucy
Telephone: 0161 448 8895
Email: alucy@thebirchesschool.org

Bridgelea Primary School - Pupil Referral Unit Outreach Service

Bridgelea Primary Pupil Referral Unit provides full time supervised education from the 6th day for Manchester children who have been permanently excluded.

Over the last four years Bridgelea has transformed its offer and relationship with schools in order to prevent the need for most schools to permanently exclude through the offer of outreach related to social emotional and mental health needs of pupils and time limited preventative placements.

It is hoped that schools will contact the Bridgelea Outreach team at the earliest opportunity to allow for early intervention and support.

Contact details:

Address: Bridgelea Rd, Withington, Manchester, M20 3FB
Outreach lead: Nichala Johansen
Telephone: 0161 498 9759
Email: nichala.lilly@bridgeleapru.manchester.sch.uk

Camberwell Park Outreach Support

Camberwell Park offers outreach support for mainstream schools within the north of Manchester. The comprehensive outreach programme provided by the school provides a range of ways of improving the learning outcomes for pupils with cognition and learning difficulties.

Camberwell Park is committed to maximising learning opportunities across the whole school day and beyond.

Contact details:

Address: Brookside Road, Moston, Manchester, M40 9GN
Outreach leads: Johanne Henstock or Kelly Dale
Telephone: 0161 740 1897
Email: kellydale@camberwellpark.manchester.sch.uk

Grange School Outreach and Inclusion Service

The Grange offers a City wide outreach service. Outreach support and advice is available to all Manchester schools to develop autism awareness and autism specific approaches for pupils in their care.

The Grange Outreach Service works with schools to develop good practice in autism with pupils who have a diagnosis of autism. The Grange also works with whole school communities to develop autism awareness.

Contact details:

Address: Matthews Lane, Manchester, M12 4GR
Outreach lead: Jackie Tarpey
Telephone: 0161 231 2590
Email: outreachteam@grange.manchester.sch.uk

Lancasterian Outreach and Inclusion Service (LOIS)

LOIS provides advice, support and training to enable mainstream primary schools and high schools to meet the needs of their pupils with medical conditions and/or physical disabilities.

LOIS is an experienced, multi-disciplinary team based at Lancasterian School in South Manchester. The team includes specialist teachers, specialist teaching assistants and access to specialist speech and language therapists and occupational therapists.

LOIS also supports schools and other organisations outside the authority, particularly through training.

- LOIS provide advice, support and training so that pupils can:

- access the physical school environment
- access their entitlement to the curriculum
- be fully included in all school activities
- take a full and active part in the life of the school

Contact details:

Address: Elizabeth Slinger Road, West Didsbury, Manchester, M20 2XA
 Telephone: 0161 445 0123
 Contact: Ann Sullivan OR Julie Chester (Joint LOIS Managers)
 Email: a.sullivan@lancasterian.manchester.sch.uk
 Or j.chester@lancasterian.manchester.sch.uk

Melland High School Outreach and Inclusion

Melland High School is based in Gorton and specialises in supporting pupils with a range of significant difficulties and complex learning needs. The outreach team from Melland High School is led by two experienced specialist leaders of education and fully support the whole school team.

The purpose of Melland Outreach service is to provide outreach support to mainstream high schools to support the inclusion of pupils with cognition and learning difficulties up to level 2 (key stage 3) and level 3 (key stage 4).

Contact details:

Address: Gorton Education Village, Holmcroft Road, Manchester, M18 7DT
 Outreach lead: Maree Jordan
 Telephone: 0161 223 9915
 Email: m.jordan@melland.manchester.sch.uk

North Ridge High School Outreach and Inclusion

North Ridge High School is an 'outstanding' special school in Blackley, North Manchester. The outreach team from North Ridge is led by two experienced SEN Teachers and fully supported by a specialist Teaching Assistant for Outreach and Inclusion work.

The purpose of the service is to provide outreach support to mainstream high schools to support the inclusion of pupils with cognition and learning difficulties up to L2 (KS3) and L3 (KS4).

Aims of Outreach Service

- North Ridge offers outreach support for mainstream high schools across North Manchester
- To work with high schools in the district to identify common needs and develop district and school based projects and responses;
- To build the capacity of high schools to improve outcomes for pupils with cognition and learning difficulties;
- To raise expectations in the quality of teaching and impact on learning to pupils with SEN;
- To provide capacity building training to mainstream schools to develop staff confidence and skills in teaching and learning for SEN pupils;

- To share outreach practice and agree clear pathways for referral

Contact details:

Address: North Ridge High School, Higher Blackley Education Village,
Alworth Road, Blackley, Manchester, M9 0RP
Outreach lead: Anna Conway for further information
Telephone: 0161 234 3588
Email: a.conway@northridge.manchester.sch.uk

Piper Hill Specialist Support School Outreach Service

Piper Hill is a special school based in Wythenshawe. Piper Hill supports pupils with a range of significant learning difficulties including students with severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), autism, complex and challenging behaviours and complex medical conditions. Piper Hill's pupils are working from P1 through to NC Level 3.

The aim of Piper Hill's outreach service is to provide support to partner secondary schools in the South and Wythenshawe districts of Manchester to meet the needs and successfully include students with significant learning difficulties within their schools.

Piper Hill can deliver a range of bespoke training and support opportunities for schools, working on agreed areas of need. All work will be clearly targeted and set against agreed outcomes.

Contact details:

Address: Firbank Road, Wythenshawe, Manchester, M23 2YS
Outreach lead: Adele Cox
Telephone: 0161 223 9915
Email: a.cox@piperhill.manchester.sch.uk

Rodney House Outreach Service for Early Years (RHOSEY)

RHOSEY is a City wide provision that works with children from 0-5 years whose development is causing concern. Rodney House provides a valuable outreach service to families and settings of children aged 0-5 across the City.

Rodney House outreach team is made up of teachers and family workers.

RHOSEY works with practitioners from Early Years settings throughout Manchester in an outreach capacity, offering advice and support in their work with children who have been identified as having additional needs. RHOSEY also offers training to practitioners in Early Years settings in areas such as: autism awareness, behaviour management and communication skills.

The Rodney House Outreach for Families team, work with families who have a child aged between birth and five years old not in a setting who meets referral criteria.

Contact details:

Address: Rodney House School, Albert Grove, Longsight, Manchester,
M12 4WF (*New address*)
Outreach Lead: Sarah Kaemena
Tel: 0161 230 6854

Email: rhosey@rodneyhouse.manchester.sch.uk

Please note: Support to school nurseries is provided by outreach leads from specialist support primaries, Bridgelea, Grange and LOIS until July 2017. From September 2017 RHOSEY will provide an outreach service to school nurseries as well as to settings..

city-wide **SUPPORT SERVICES**



GRANGE SCHOOL
Age 4 - 19

Grange School outreach service is based at Grange School in Gorton. We offer city-wide school based support for mainstream primary and secondary schools to help them meet the needs of children and young people with a diagnosis or pending diagnosis of autism where autism is the primary need. We also offer specialist training in autism and related difficulties.

Please contact: Jackie Tarpey **0161 231 2590**
outreachteam@grange.manchester.sch.uk

Autism



RODNEY HOUSE SCHOOL
Age 3 - 5

RHSEY is based at Rodney House School on Kirkmanshulme Lane. We offer a city-wide outreach service to support staff in private, voluntary and independent childcare settings around children with cognition and learning needs, early communication needs, autism, SEMH and medical / physical needs.

Please contact: Sarah Kaemena **0161 230 6854**
s.kaemena@rodneyhouse.manchester.sch.uk

Early Years



LOIS
Age 3-16
In school

LOIS Lancastrian Outreach and Inclusion Service is based at Lancasterian School. The LOIS team offers support, advice and training to mainstream primary and secondary schools across Manchester to enable them to fulfil their statutory duty to effectively support and meet the needs of their pupils with medical needs and / or physical disabilities.

Please contact: Ann Sullivan **0161 445 0123**
a.sullivan@lancasterian.manchester.sch.uk

Complex medical needs / physical disabilities /
assistive communication technology needs



BRIDGELEA
Age 5 - 11
In school

As part of the graduated response available at Bridgelea to support pupils at risk of exclusion and pupils with SEMH, Bridgelea offers outreach support to primary schools providing consultation, training and advice.

Please contact: Nichala Lilly **0161 234 4477 / 0161 498 9759**
or 07715 905078
nichala.lilly@bridgeleapru.manchester.sch.uk

Social, Emotional and Mental Health
Difficulties



SOS Specialist Outreach Services

Information about Manchester LA's
district based and citywide outreach support services
available to schools and settings by referral.

Support with

- Cognition and Learning Needs
- Social, Emotional and Mental Health Needs
- Language, Communication and Interaction
- Autism
- Medical Needs and Physical Disabilities

District-based PRIMARY SUPPORT SERVICES

NORTH WEST & NORTH EAST DISTRICT

 **CAMBERWELL PARK**

Advice, support and training around pupils with:

- Cognition and Learning needs,
- Autism (without diagnosis / not primary need)
- SEMH (associated with the above)

Please contact: **Kelly Dale** 0161 740 1897
kellydale@camberwellpark.manchester.sch.uk

CENTRAL WEST & CENTRAL EAST DISTRICT

 **THE BIRCHES**

Advice, support and training around pupils with:

- Cognition and Learning needs,
- Autism (without diagnosis / not primary need)
- SEMH (associated with the above)

Please contact: **Angela Lucy** 0161 448 8895
alucy@thebirchesschool.org

SOUTH & WYTHENSHAW DISTRICT

 **ASHGATE**

Advice, support and training around pupils with:

- Cognition and Learning needs,
- Autism (without diagnosis / not primary need)
- SEMH (associated with the above)

Please contact: **Sarah Drinkwater** 0161 219 6642
outreach@ashgate.manchester.sch.uk

District-based SECONDARY SUPPORT SERVICES

NORTH WEST & NORTH EAST DISTRICT

 **NORTH RIDGE**

Advice, support and training around pupils with:

- Cognition and Learning needs,
- Autism (without diagnosis / not primary need)
- SEMH (associated with the above)

Please contact: **Anna Conway** 0161 234 3588
a.conway@northridge.manchester.sch.uk

CENTRAL WEST & CENTRAL EAST DISTRICT

 **MELLAND**

Advice, support and training around pupils with:

- Cognition and Learning needs,
- Autism (without diagnosis / not primary need)
- SEMH (associated with the above)

Please contact: **Maree Jordan** 0161 223 9915
m.jordan@melland.manchester.sch.uk

SOUTH & WYTHENSHAW DISTRICT

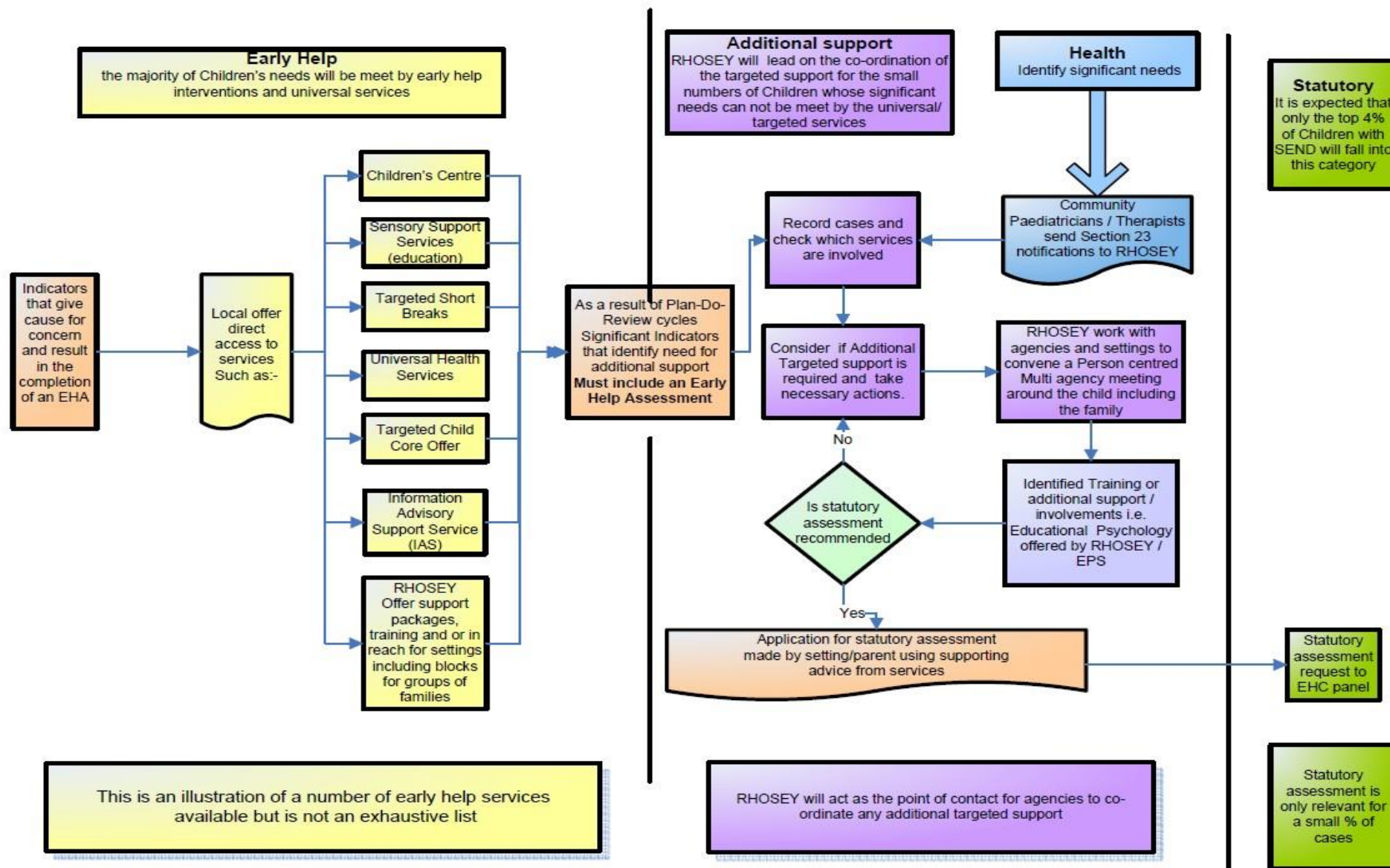
 **PIPER HILL**

Advice, support and training around pupils with:

- Cognition and Learning needs,
- Autism (without diagnosis / not primary need)
- SEMH (associated with the above)

Please contact: **Adele Cox** 0161 436 3009
a.cox@piperhill.manchester.sch.uk

Appendix 3 - Early Years Pathway



The Graduated Response

