

SEND School Information Sheet

Expansive Learning – School (Wigan)

Sept 2021
(Academic Year 2021/22)

Version 2

1. Introduction:

The overriding ethos of ELWS is one which encourages all students to realise their potential and, where possible, exceed it. Through our Mission statement, we recognise the value of the individual. We work closely not only with students but also parents/guardians to ensure the best outcomes.

The SEND School Information Sheet is a working document which will be amended following consultation with students, parents, staff and Governors.

a) How does the school know if children/young people need extra help?

Question	Information
How does the school support students with special educational needs?	<ul style="list-style-type: none">• We adopt a personalised approach to transition.• Every pupil is known before they start.• There is strong communication between ELWS and service commissioners meaning that necessary information has been received by school prior to your child starting the school.• An enhanced transition programme can be offered for some students in consultation with the primary schools. (Pyramid Club/Nurture)• Students are screened regularly to develop their learning profile.• We listen carefully to concerns raised by parents and act accordingly.• We rigorously monitor and track pupil performance and will keep parents regularly informed.
How do teachers raise any concerns they may have?	<p>ELWS has a graduated approach to providing support to students with additional needs. These include:</p> <ul style="list-style-type: none">• Quality First Teaching – the classroom teacher is best placed to monitor your child's progress and provide initial support to overcome barriers to learning.• If the class teacher feels that additional intervention is needed, the pupil will be referred to the Learning Support Department for further assessment which may involve Outside Agencies.• We are committed to ensuring parents are kept informed at all stages.

b) What could I do to work with school to support my child/young person?

What are the processes for parents/carers raising any concerns with school?	<p>ELWS values the relationships that exist between home and school and is committed to developing positive dialogues to address any issues you may have.</p> <p>There are a number of ways that you can communicate with school:</p> <ul style="list-style-type: none">• Home/School books• Parent Evenings• Telephone• Additional meetings on request. <p>A number of events have also been held within school to help parents access additional support from outside agencies.</p>
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c) How will school staff support my child/young person?

Who will oversee and plan the education programme?	<p>At ELWS, we believe that our detailed knowledge of your child help us to plan and support appropriate interventions.</p> <p>We take pride in our standards within learning and teaching through:</p> <ul style="list-style-type: none">• High quality classroom teaching;• Appropriate differentiation;• Active Learning;
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	<ul style="list-style-type: none"> • Effective feedback. <p>Education programmes, in the first instance, are planned and delivered by the classroom teacher. A graduated response to need is implemented through negotiation between the teacher, Pastoral Support and the young person.</p>
What will their roles be?	<p>The roles of the teachers and support staff within individualised education programmes are:</p> <ul style="list-style-type: none"> • Matching additional support to need; • Providing the expertise to support learning; • Measuring the impact of support within progress towards targets; • Target-setting with students; • Communicating with home and responding to parental concerns.
Who will explain this to me?	<p>At ELWS, we pride ourselves on the positive relationships we establish with home and the high level of communication that exists between the two.</p> <p>If you wish to ask any questions, please feel free to contact:</p> <ul style="list-style-type: none"> • Any teacher • Lisa Heyes Pastoral Lead; • Ed Hanley Headteacher; • Richard King Director of Pre-16 Education.
How are the school governors/trustees involved and what are their responsibilities?	<p>The school has a team of Governors who are responsible for ensuring the school is meeting the needs of all the young people.</p> <p>They regularly meet with key staff to look at ways of improving provision for students.</p>
How does the school know how effective its arrangements and provision for children and young people with special educational needs are?	<p>At ELWS, pupil progress is tracked and monitored effectively through:</p> <ul style="list-style-type: none"> • Regular constructive feedback by the class teacher; • Negotiated target setting; • Individual Education Plans; • Interim assessments which look at both progress and attitude to learning; • Assessment Progress Logs and Review with teachers; • Parent Meetings; • Provision Mapping; • Intervention tracking. <p>The impact of support is regularly reviewed in consideration of progress towards targets and students are given the opportunity to review their strengths and set their own targets for improvement.</p> <p>The progress of students is regularly reviewed by the staff and Senior Leadership to ensure that they are making good progress.</p>

d) How will the curriculum be matched to meet my child's needs?

What are the school's approaches to differentiation? How will that help my child/young person?	<ul style="list-style-type: none"> • At ELWS, we pride ourselves on our flexible approach which seeks to provide a broad, balanced, relevant and appropriately differentiated curriculum which will meet your child's needs. • Groups are regularly reviewed and are flexible. • Within lessons, opportunities are created to allow for a wide range of activities including individual, paired and group work. Students are encouraged to assess their own and others work in order to build a firm understanding of what good looks like. • Teaching is tailored to the needs of the individual and takes account of different types of learner – Visual, Auditory and Kinaesthetic. The quality of teaching is regularly monitored to ensure high standards in all areas. • All subjects look to encourage the students understanding of literacy and numeracy to support high achievement for all.
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	<ul style="list-style-type: none"> • For some students, additional support is necessary which can include a modified curriculum which is designed to overcome any difficulties through targeted small group/individual support. Short term targets are set which prioritise key learning areas or behaviours in order to overcome difficulties. • Additional curriculum guidance is available for all year groups in order for students and parents to make a thorough and well-informed choice about transition. (See Curriculum Pathways) • For the majority of students with additional needs, the aims of differentiation are to allow them to 'catch up' and 'keep up'.
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e) How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

In addition to the normal reporting arrangements what opportunities will there be for me to discuss his or her progress with the staff?	<p>At ELWS we are committed to establishing a positive partnership between home and school in order to ensure children are given the opportunity to reach their full potential.</p> <p>In addition to normal reporting arrangements, communication is encouraged through:</p> <ul style="list-style-type: none"> • Home/School books for some students; • Electronically using Parent Portal; • Direct communication between school and home via phone calls/text messages; • Additional consultations when requested by either staff or parents; • Curriculum evenings/learning events; • Coffee Mornings.
How will I know what progress my child/young person should be making?	<p>Interim assessments are sent home on a regular basis. These contain information about how well your child is making progress against their end of year targets and how well they are engaging in class.</p> <p>An annual academic report is issued for every pupil and there are a number of parental consultation evening which are included in the school calendar.</p>
What opportunities will there be for regular contact about things that have happened at school?	<p>Information about activities that take place in school are available via newsletters and the school web-site.</p> <p>If you wish to discuss an area specific to your child, the first point of contact for all students is the form teacher or pastoral team.</p> <p>Parents are informed of any interventions and in some cases, a home-school book is issued to help overcome specific barriers to learning.</p>
How will you explain to me how his/her learning is planned and how I can help support this outside of school?	<p>Information about how learning is planned is available in a variety of forms. Parents are encouraged to contact the school if they would like any additional support</p> <p>Workshops will be run on a needs basis throughout the year.</p>
How and when will I be involved in planning my child's education?	<p>All EHCPs are reviewed on an annual basis which are carried out in line with the statutory guidance. Advice is provided by the school, external agencies, the student and the parent/carers. Documentation is shared in advance and meetings are held at mutually agreed time with parents/carers and students being encouraged to be an active part in the planning process.</p>

f) What support will there be for my child's/young person's overall well-being?

What is the pastoral, medical and social support available in school for students with SEND?	As a school, ELWS is immensely proud of its outstanding pastoral care system for all students.
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	<p>All students have a designated form tutor who support students not only academically but also socially and emotionally. The teachers are also supported by the Pastoral Manager.</p> <p>The school also operates a Nurture Room.</p>
<p>How does the school manage the administration of medicines and providing personal care?</p>	<p>Medication is administered in line with the school's health and safety policy and is kept under lock and key in the main office. For the safety of all the community, students are not allowed to carry medicines in school unless they are for emergency treatment e.g. asthma inhalers and epipens.</p> <p>All prescription medicines must be in the original packages with the pharmacy instructions label attached.</p> <p>Health care plans are completed in conjunction with home and school, and where appropriate, medical professionals. These are held centrally in the school office and are reviewed annually.</p> <p>Staff are informed of any existing medical conditions and additional training is arranged on a needs basis.</p> <p>Although the school does not have any health or therapists in residence, the school nurses team are available to offer guidance and support. Any service can make an appointment to visit a child on site, with parental permission and subject to the school's safeguarding policy.</p> <p>There are regular visits from Sensory Support Services, Speech and Language Therapists, Educational Psychology Service, Counsellors and Social Care Workers.</p>
<p>How does the school support young people during unsupervised times and how are transitions managed between different activities during the day?</p>	<p>ELWS seeks to maintain a safe environment for all students at all times. Although we do not currently operate before and after school clubs, we attempt to be responsive to need.</p>
<p>What support is there for behaviour, avoiding exclusions and increasing attendance? How will my child be able to contribute his or her views?</p>	<p>We place a high importance on behaviour for learning and ensure that all students know that every pupil has the right to learn. This means that we have high behavioural expectations which is evident through our programme of rewards and sanctions.</p> <p>Support for behaviour is offered through specialist interventions including lesson monitoring, peer support and counselling.</p> <p>Behavioural support is monitored through a tiered approach with the pupil being encouraged to reflect on their negative behaviours and celebrate their achievements.</p> <p>Attendance at school is rigorously scrutinised. Our policy supports both students and parents/carers in seeking to improve poor attendance. Attendance is closely linked to our rewards system and students are well informed about both the academic importance of good attendance and how they can benefit through such events reward trips.</p> <p>The school has an active pupil voice through the Student Council which meets regularly. Pupil opinion is also sought through a variety of questionnaires which are anonymous and allow school to take into account the views and wishes of all students.</p>
<p>How does the school use the expert knowledge that families may have about their children?</p>	<p>We are firmly committed to working in partnership with families and we try to build in parental expertise at every stage of planning and progression.</p>

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

<p>Does the school have any specialist expertise and any specialist qualifications?</p>	<p>Within the school team, staff have a range of specialist skills. Mr Hanley (Head) holds a Masters Qualification in Special Education, the National Award for SEN Coordination (PGDip) and is registered with the British Psychological</p>
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	<p>Society to carry out educational assessments including formal access arrangements for external examinations. He has a great deal of experience working with students in both mainstream and special schools.</p> <p>All staff have skills and qualifications in working with a variety of needs including Autism, Visual Impairment, Hearing Impairment, Specific Learning Difficulties and Speech and Language Issues.</p>
What other services does the school access?	<p>The school has access to a range of other services including:</p> <ul style="list-style-type: none"> • Educational Psychology Service; • Sensory Impairment Team; • Specialist Teachers for Literacy and Numeracy; • Speech and Language Therapy; • Occupational Therapy; • Physiotherapy; • Play Therapy; • Ethnic Minorities Achievement Services; • Behavioural Support Team; • Startwell and Social Care; • Counselling; • Virtual School for Children Looked After; • School Nurses and Specialist Nurses; • Local Authority SEND Teams; • Vocational Education Providers, such as CAST/Fir Tree Fisheries/Fix-It.

h) What training are the staff supporting students with SEND had or are having?

What training has taken place recently and what is planned for the future?	<p>There is a regular programme of training for staff through INSET and Learning Support Meetings. The purpose of these meetings are to work collaboratively in order to share appropriate skills and knowledge and develop good working practices.</p> <p>In the last 12 months, staff have received training on:</p> <ul style="list-style-type: none"> • Mental Health First Aid; • Emotional Friendly Schools; • Mindfulness and Wellbeing • Elklan (Speech and Language Therapy) • Team Teach training; <p>The focus of training over the next academic year is to further develop Communication Friendly Settings and National Nurturing School Award and develop further opportunities for students.</p>
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i) How will my child be included in activities outside the classroom, including school trips?

Will he/she be able to access all of the activities of the school and how will you assist them to do so?	<p>ELWS is committed to inclusion and actively seek ways to increase participation for all students. All extra-curricula activities, including school trips, are open to all students if it is safe for the pupil to participate after reasonable adjustment has been made in line with the Disability Discrimination Act.</p> <p>Staff will consult with parents/carers and, if necessary, health professionals to ensure individual needs can be met. Any additional advice, will be disseminated to the staff leading the activity in order for it to be incorporated into the Risk Assessment.</p>
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j) How accessible is the school environment?

Is the building fully wheelchair accessible?	The school is fully accessible. Both the Accessibility policy and plan were updated in the last academic year.
Have there been improvements in the auditory and visual environment?	The majority of rooms have good acoustics as they are carpeted and have window blinds and wall displays. Some areas such as the canteen are acoustically poor. Steps and kerbs are clearly delineated and corridors are kept free from obstructions. Staff are aware of sensory impaired students and provision is made for them through Quality First Teaching and support from Specialist Teachers.
Are there accessible changing and toilet facilities?	There are several disabled toilets which are accessible to students throughout the school. Currently, there are 2 unisex changing and showering facility available.
How does the school communicate with parents/carers whose first language is not English?	Home-school communications are available in a variety of forms e.g. Website, letters and phone calls. Policies are available to download and can be adapted as necessary. The school does have access to a limited amount of standard information in a variety of languages other than English and support can be offered by the Ethnic Minority Achievement Service.

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

What preparation will there be for both the school and my child before he/she joins the school?	Transition is one of the strengths of the school and it is expected that you and your child will visit the school on several occasions in order to develop a good understanding of how the school works. All prospective students are encouraged to take place in our liaison programme and this will provide parents/carers with the opportunity to discuss their concerns.
How will they be prepared to move onto the next stage?	As students prepare to leave ELWS, we offer a variety of support packages to help them with the next stage of their journey. <ul style="list-style-type: none"> • Each pupil receives Careers Support and this is discussed at the annual reviews in Years 9, 10 and 11 for statemented/EHSCP students; • The tertiary colleges are invited into school to talk about transition to college and what support can be offered; • Some students follow vocational courses through external agencies which can be maintained post-16.
What information will be provided to his or her new school and how will you support a new school to prepare for my child?	If your child leaves ELWS we try to ensure that your child has the best possible start in their new setting by ensuring that the relevant information is received by the right person as quickly as possible. The latest academic report, attitude to learning and targets are always passed to the next school, along with any additional information that the school would find useful in deciding on a programme of study. Information about attendance and punctuality is also included.

l) How are the school's resources allocated and matched to children's/young people's special educational needs?

How is the school's budget allocated?	The budget is allocated in response to individual need which is reviewed on a regular basis. The majority of the budget is spent on teaching and support staff. In-class support is allocated specifically to the requirements of statemented/EHSCP students and other high need students on a needs basis. The rest of the allocation is used to provide specialist equipment and support packages.
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m) How are decisions made about what type and how much support my child/young person will receive?

<p>What is the decision making process? Who will make the decisions and on what basis? Who else will be involved? How will I be involved? How does the school judge how the support has had an impact?</p>	<p>The decision about amount and type of support a pupil needs is not taken in isolation but is the result of a process that is both collaborative and consultative.</p> <p>In the first instance, a learning profile has already been built up around your child. This is further enhanced by the assessments that are undertaken in the first few weeks of school which allow us to recognise their strengths and possible weaknesses. Class teachers then use this information to tailor individual programmes of study.</p> <p>The information will also be used to identify students who need additional support and will be shared with you. Appropriate interventions will then be put into place to ensure progress. Again, you will be informed of the type, length and duration of any interventions and how you can support your child at home.</p> <p>Progress of students is monitored at set intervals throughout the year in line with the schools assessment procedures. Internal tracking systems are used to highlight progress and this is shared with parents/carers through interim assessments and Parent meetings.</p> <p>The school is required to measure progress using nationally agreed standards and criteria as well as progress in individual social, emotional and behavioural targets.</p>
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n) How are parents involved in the school? How can I be involved?

<p>What is the school's approach to involving parents in decision making?</p>	<p>Throughout this document, much emphasis has been placed on developing communication between home and school in order to support students.</p> <p>It is important that parents feel that they are able to contact key staff through telephone calls, emails and face-to-face meetings.</p> <p>There are opportunities to discuss your child's progress at formal events but parents can also be involved in the decision making process through representation on the Governing Body.</p> <p>Parents are also encouraged to participate in questionnaires which look at the effectiveness of the school.</p>
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o) Who can I contact for more information?

<p>Who would be my first point of contact if I wanted to discuss something about my child?</p>	<p>In the first instance, parents need to contact the relevant staff directly. If you feel that the issue is in several areas, you may wish to contact Ed Hanley or Lisa Heyes.</p>
<p>Who else as a role in my child's education?</p>	<p>All staff have a role to play in your child's education and we will seek advice and help from other organizations if we feel it is necessary. As a parent, any external involvement will be discussed with you before the referral is made and as a parent you are free to self-refer.</p>
<p>Who can I talk to if I am worried?</p>	<p>Please feel free to contact school if you are worried.</p> <p>Embrace (Wigan) offer independent parental support and can be contacted on 01942 233323.</p> <p>Wigan Authority also has a web site which brings together information on SEND, (See contact information)</p> <p>School has several hand-outs for a range of additional needs that have contact details for support groups and literature.</p>

Contact Information.

Mr E Hanley (Head) - 01942 877715
Mrs L Heyes (Pastoral, Behaviour & Attendance Officer) - 01942 877715

Wigan Local Authority (Local Offer)

<https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/index.aspx>

Wigan Local Authority Information for Families around SEND

<https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/Parent/index.aspx>

Embrace (Support for Families)

- 01942 233323

<http://www.embracewiganandleigh.org.uk/>

Wigan Local Offer provides information of services which could support children and young people with SEN:



The Autism Pathway and Service work with schools, teachers and parents to help support children with a diagnosis of Autism Spectrum Condition (ASC), you will find further information at the link below:

<https://www.wigan.gov.uk/Business/Professionals/Educational-support/ASC-Pathway-Service.aspx>

Or if you prefer to speak to someone please call Wigan SENDS team on 01942 486136