

Teaching and Learning	
<p>1. What additional support can be provided in the classroom?</p>	<p>Teaching assistants provide 1:1 support in classrooms, small group support, general and withdrawal support.</p> <p>There are smaller class sizes in lower sets, often with more than one adult (teacher or teaching assistant).</p> <p>Additional support is provided in many classrooms by subject specialist teaching assistants and apprentices who support generally in our zones.</p> <p>All teachers use differentiated worksheets and resources to personalise the learning and support students to make progress.</p>
<p>2. What provision do you offer to facilitate access to the curriculum and to develop independent learning? This may include support from external agencies and equipment/facilities</p>	<p>We work with external agencies such as Speech and language therapists, physiotherapists, occupational therapists, educational psychologists, school nurse and ASD specialists to provided therapy, support, guidance and plans for us to implement in school. We have teachers and teaching assistants who are ELKLAN trained.</p> <p>We have a comprehensive tutoring programme in place for all pupil premium students, taking place in school for KS4 and at home for KS3. This is English and Maths tuition.</p> <p>Students in Year 7 are identified for additional support in Maths and English to enable them to catch up and embed skills to enable them to fully access the curriculum.</p> <p>We ensure that additional specialist equipment needed for our students to access the curriculum is provided. Eg ipds, laptops, coloured overlay, adjustable tables, benches and chairs, writing pens and writing slopes.</p> <p>Independent learning is encouraged, and wherever possible, we aim for students to access the curriculum without a high level of support. This can include highly differentiated work and access to equipment which support independent working.</p>

<p>3. Staff specialisms/ expertise around SEN or disability</p>	<p>Staff working with students with special educational needs have been trained in specialist areas such as ASD, Down's Syndrome, Hearing Impairment and Speech and Language difficulties, and continue to liaise with external professional on individual programmes and development of knowledge.</p> <p>The Local Authority provides enhanced resources to the school to build up our expertise and provide a facility for a set number of students whose learning needs are greater than those normally found in a mainstream school. Students in the facility have a mixture of teaching arrangements according to their needs but all are included in mainstream lessons and activities as much as possible. All these students have a statement of SEN or an Education Health and Care Plan. You and your child would be involved in any discussions about possible placement in the facility. Admissions to the facility are controlled by the Local Authority.</p> <p>Personal care needs of students are identified and staff are trained accordingly. Key staff are trained to use our hoists for identified students</p> <p>Key staff are trained in the competent and effective use of our EVAC chairs, which are located in each stairwell.</p> <p>We have ELKLAN trained staff. and hearing impaired teachers support students and staff.</p> <p>Our KS2 catch up teacher is trained in using phonics, and supports other staff to use phonics effectively.</p> <p>A number of teaching assistants and teachers are trained to assess students for Dyslexia and Dyscalculia, and also to administer and analyse reading tests.</p>
<p>4. What ongoing support and development is in place for staff regards supporting children and young people with SEN?</p>	<p>All staff are provided with detailed information to support them differentiate for SEND students.</p> <p>Training takes place in addition to this regarding specific students or groups of students when necessary.</p> <p>Hearing impaired training takes place on an annual basis.</p> <p>All new and training staff attend sessions run by the SENCo on SEND.</p>

<p>5. What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?</p>	<p>Access arrangements including the use of a reader, extra time, supervised rest breaks, separate invigilation and oral language modifiers are in place for students, and testing takes place in school..</p> <p>Coloured overlays or exams on coloured paper are provided where needed.</p> <p>All teachers are aware of students' needs and support accordingly.</p> <p>Regular training takes place for invigilators and readers / scribes before exams to ensure consistency and confidence in the process.</p> <p>Separate accommodation is provided for some students who are anxious / struggle to concentrate in a large setting.</p>
<p>6. How do you share educational progress and outcomes with parents?</p>	<p>Data Capture progress checks are sent home throughout the year.</p> <p>Individual written reports are shared annually.</p> <p>Where students are not making progress or there are concerns about support and SEN, additional meetings may take place to discuss the way forward.</p> <p>Parents' evening take place annually, with additional evenings to support transition, options and preparation for GCSE examinations.</p> <p>Pastoral leaders meet parents upon request.</p>
<p>7. What external teaching and learning do you offer?</p>	<p>College placements for some KS4 students.</p> <p>Work experience weeks.</p> <p>Day release for some students to complete vocational experiences.</p> <p>Field trips and other educational visits take place.</p> <p>Links with alternative educational providers are explored and used to provide the best learning opportunities</p>

<p>8. What arrangements are in place to ensure that support is maintained in "off site provision"?</p>	<p>A minority of students for whom a traditional curriculum is not wholly suitable are able to access Salford Open learning. Attendance is checked on a daily basis and half termly welfare checks are carried out.</p> <p>Other students follow day release work placements where appropriate.</p>
<p>9. What work experience opportunities do you offer?</p>	<p>Work experience is something we encourage all students to take part in. Most of our students find their own placements, but where this is not possible, we find suitable places. All work experience locations are risk assessed, and where there is a physical or other disability which may limit the type of work experience possible, we work with the students, placement and parents to ensure that the experience is appropriate and fulfilling.</p>

Annual Reviews	
<p>1. What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?</p>	<p>Formal meetings with parents of students with statements (EHC Plans) take place at least annually. Appropriate professionals are invited to attend and contribute to the reviews., including the parent partnership From Year 9 onwards, our own careers advisors also attend, to support post 16 education choices and ensure a smooth transition.</p> <p>We are collaborating with the Local Authority to transfer all current statements over to the new Education, Health and Care plans</p> <p>Reviews are conducted at times convenient to all parties, with transport, alternative locations, translators made available if possible on request.</p> <p>Additional meetings take place to discuss all the post 16 options available</p>
<p>2. What arrangements are in place for children with other SEN support needs?</p>	<p>Many parents of students with other SEN support needs attend regular meetings to review progress and discuss developments in their child's needs. Where progress is good and students' needs do not change, this is not always necessary, although parents of all students with SEN support needs are welcome at any time to communicate with school or ask for a meeting.</p> <p>Looked after children have regular statutory PEP reviews, and pupil premium plus funding is specified</p>

Keeping Children Safe	
1. What handover arrangements will be made at the start and end of the school day?	<p>Where necessary or requested, there is a handover arrangement at the beginning and end of the school day. This could be with a parent, other named adult or to a taxi provided through the school transport service. There is an opportunity to be flexible where necessary.</p>
2. Do you have parking areas for pick up and drop offs?	<p>We have a number of disabled parking bays located at the front of the building. We actively reserve these spaces for parents of children with blue badges.</p> <p>The reception area is used for parents to wait for students if necessary.</p> <p>There is a separate entrance to the building into the Moderate Learning Difficulties provision.</p>
3. What support is offered during breaks and lunchtimes?	<p>There are many adults, including senior members of staff on duty, both inside and outside the school building during all unstructured times of the school day.</p> <p>The library is open as a quiet space for work and socialising.</p> <p>There is further nurture support available specifically for our more vulnerable students. Students are referred to this provision by concerned staff.</p> <p>Heads of house / pastoral leaders support all students who have emotional difficulties.</p>

<p>4. How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons and school trips)</p>	<p>Senior and pastoral staff are on duty during lesson changeovers.</p> <p>Those students requiring support with moving around are able to use the lifts in school and have their own lift passes.</p> <p>We have disabled toilet facilities around the building and also disabled shower and changing facilities.</p> <p>We work closely with our school liaison police officer.</p> <p>Provision is made for the very students who genuinely are unable to access PE lessons.</p> <p>Physiotherapy support and advice is in place for any students with mobility needs.</p> <p>Detailed risk assessments are completed for every trip out of school, and parents' consent is sought.</p>
<p>5. What are the school arrangements for undertaking risk assessments?</p>	<p>All trips are risk assessed using Salford Evolve</p> <p>PE, Technology and Science lessons carry out live risk assessments and teach health and safety regarding their subject in lessons. Visual and verbal reminders form an integral part of the curriculum.</p>
<p>6. Where can parents find details of policies on bullying?</p>	<p>All policies on bullying can be found on the school website. Hard copies are available on request.</p> <p>Anti bullying forms an important part of our assemblies, newsletters, information evenings and student planners.</p>

Health (including Emotional Health and Wellbeing)

<p>1. What is the school's policy on administering medication?</p>	<p>The medication policy can be found on our school website. It has been ratified with school governors.</p> <p>All prescribed medication is stored in student services. We do not give out paracetamol to students.</p> <p>Photos of students who need an epipen together with medical information are displayed in staff areas. Care plans are in place for all identified students.</p>
<p>2. How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?</p>	<p>Care plans are drawn up where needed involving the appropriate internal and external professionals.</p> <p>Once the care plan has been drawn up, it is shared with staff and updated / monitored by student services.</p>
<p>3. What would the school do in the case of a medical emergency?</p>	<p>We follow Salford's health and safety procedures for all medical emergencies.</p> <p>Call 999.</p> <p>Contact a qualified first aider.</p> <p>Contact parents/carers and assist them to get to school or hospital as needed.</p> <p>A first aider would accompany to hospital if parents unable to be there.</p>

<p>4. How do you ensure that staff are trained/qualified to deal with a child's particular needs?</p>	<p>All staff must have up to date child protection and safeguarding training.</p> <p>Safeguarding questions are standard in all interviews.</p> <p>Leading pastoral staff are CAF trained and are able to make referrals to and liaise with the relevant agencies.</p> <p>External courses are undertaken when available by many pastoral staff.</p> <p>Where a student has specific health needs, training for staff is provided by medical professionals (eg annual epipen and severe asthma training is offered to all staff by school health).</p> <p>Photos and names of all first aiders in school are displayed in prominent areas around the school.</p>
<p>5. Which health or therapy services can children access on school premises?</p>	<p>A school nurse provides a drop in service for students once a week.</p> <p>We work closely with the Educational Psychologist, physiotherapist, speech and language therapist and occupational therapist to support the health and well being of our students.</p>

Communication with Parents	
1. How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person?	<p>Parents’ evenings for every year group are calendared, with additional information evenings taking place throughout the year. Parents are able to meet key teaching staff.</p> <p>The Walkden Weekly newsletter is used to inform, celebrate and also to introduce new staff and changes in roles and responsibilities.</p> <p>Staff email addresses are available on the school website.</p>
2. Do parents have to make an appointment to meet with staff or do you have an Open Door policy?	<p>The expectation is that meetings with staff are by appointment only, although when there is a need to be flexible, we are able to meet this need.</p> <p>We have a weekly 2.5 hour slot for parents to come and discuss any issues/concerns with a member of SLT. This is currently every Tuesday from 2.30 – 5.00</p> <p>We aim to deal with any queries as swiftly as possible.</p>
3. How do you keep parents updated with their child/young person’s progress?	<p>Data Capture progress checks are sent home throughout the year.</p> <p>Individual written reports are shared annually.</p> <p>Phone calls, emails and letters/postcards home are also used to communicate with parents.</p> <p>Home visits take place when necessary.</p> <p>Parents’ evening take place annually, with additional evenings to support transition, options and preparation for GCSE examinations.</p>
4. Do you offer Open Days?	<p>We have an annual open week for prospective parents, and parents of students with particular needs are able to book additional and more in depth appointments to look around the school and ask questions.</p>

5. How can parents give feedback to the school?	Parents are able to access and communicate information regarding their child via the Parent portal, questionnaires, parent view and a dedicated email for reports queries and comments.
---	---

Working Together	
1. Do you have home/school contracts?	Yes
2. What opportunities do you offer for pupils to have their say? e.g. school council	School council Student feedback in curriculum zones Informal feedback
3. What opportunities are there for parents to have their say about their son/daughter's education?	Opportunity to become a parent governor. Parents, open, options and intervention evenings. Paren portal, website, email, review meetings.
4. What opportunities are there for parents to get involved in the school or become school governors?	We have a number of parent and staff Governors who are actively involved. Invitations to become a Governor are made via the website and the newsletter.
5. How does the Governing Body involve other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g. health, social care, voluntary groups)	Governors are closely involved in the running of the school, and challenge where necessary. The Governing body hold the Senior Leadership Team to account. The Behaviour and Safety panel are actively involved in meetings with parents and students, and named Governors work closely with key staff in school, particularly with regard to students with Special Educational Needs and Disabilities.

What Help and Support is available for the Family?

<p>1. Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?</p>	<p>Help and support when completing paperwork, is available on request.</p> <p>We maintain close links with parent partnership.</p> <p>CAFs are completed with parents via the pastoral team, school health or Educational Welfare.</p> <p>We have a full time home-school liaison officer, who undertakes home school visits when appropriate.</p> <p>Pastoral leaders also undertake home visits.</p> <p>We have an extensive and experienced pastoral team.</p> <p>Parents are invited to attend options evenings and college fairs.</p>
<p>2. What information, advice and guidance can parents and young people access through the school? Who normally provides this help and how would they access this?</p>	<p>We have a full time careers advisor in school who manages work experience and transition to post 16 education who can be contacted directly or accessed via the school website.</p> <p>Pupils apply online for college placements.</p> <p>Interviews are held in school with mock interviews set up.</p> <p>Students with statements of special educational needs are further supported by Connexions.</p>
<p>3. How does the school help parents with travel plans to get their son/daughter to and from school?</p>	<p>We liaise with the parent partnership to provide transport for students with statements (EHC Plans).</p> <p>In rare cases, alternative drop off and pick up arrangements are made with parents.</p>

Transition from Primary School and School Leavers

1. What support does the school offer for year 6 pupils coming to the school? (e.g. visits to the school, buddying)

A comprehensive programme of liaison, visits to primary and to our school is in place. This includes three transition days for the whole year group, opportunities for additional personalised transition where needed, Easter and Summer schools for year 5 and Year 6 pupils, and visits from our transition leader and inclusion staff where needed.

We invite feeder primaries to performances in school.

Year 7 students have the opportunity to pay a return visit to primary school and we also have a penpal system set up to allay any worries Year 6 students may have.

Where review meetings are held in primary schools from year 5 onwards, the SENCO or a representative attends and is involved from then on in the transition.

The SENCO and/or teaching assistants visit primary schools to meet key staff and students and observe how the students work best in class. Information is shared and then shared with all staff here.

<p>2. What support is offered for young people leaving the school? (e.g. careers guidance, visits to colleges, apprenticeships, supported employment etc)</p>	<p>We have a full time careers advisor in school who manages work experience and transition to post 16 education.</p> <p>We engage careers advisors to support students with statements (EHC Plans) from year 9 onwards.</p> <p>Careers fairs are held in school hosting all Post 16 opportunities locally, including employers and the armed forces.</p> <p>Year 11 Salford College interviews take place in school.</p> <p>Apprenticeship providers deliver talks in school</p> <p>University visits and talks take place in school.</p> <p>There is a residential to Chester for the Aim Higher Group.</p> <p>Students attend taster days at Eccles, Pendleton, Winstanley, Bolton Sixth Form & Loreto College</p> <p>We engage with the National Citizenship Service who regularly promote their service in school</p>
<p>3. What advice/support do you offer young people and their parents about preparing for adulthood?</p>	<p>We have a comprehensive programme in place to support young people in their journey to adulthood. This included age specific year assemblies, a citizenship programme, and an SMSC programme delivered through form time.</p> <p>We produce written guides to support parents to help with GCSE preparation, and hold an evening session to further this support.</p> <p>Interview practice with local businesses.</p> <p>Reminders about the importance of good punctuality and attendance, behaviour and attitudes for work and personal lives.</p> <p>Staff endeavour to be good role models for students,</p>

Extra Curricular Activities	
1. Do you offer school holiday and/or before and after school provision? If yes, please give details.	<p>Our full programme of extra-curricular activities can be found on the school website. This is fully inclusive.</p> <p>Our nurture provision is open before school.</p> <p>In addition, we run holiday schools in February, Easter and May holidays.</p> <p>We have an extended school day for GCSE students from January to May.</p> <p>Many students have additional support after school throughout the year from the Tutor Trust.</p>
2. What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?	<p>Most activities are free, although music peripatetic lessons are paid for through the music service.</p>
3. How do you make sure clubs, activities and residential trips are inclusive?	<p>Staff and Governors have had the opportunity to attend equality training to ensure that all students have equal access to activities we run in school.</p> <p>All information about clubs and activities are in the newsletter and on the website. We celebrate effort and achievement.</p> <p>All students are encouraged, some actively and individually, to get involved in trips and go to clubs.</p> <p>Teaching assistants are always able to accompany students on trips when appropriate.</p>
4. How do you help children and young people to make friends?	<p>Our vertical tutoring system supports mentoring of students, and friendship requests from primary are considered.</p> <p>We run friendship groups to support identified students to make friends. We offer peer and prefect support, providing positive role models and developing friendships.</p>