



SEND Report 2024

Key contact for SEND enquiries:

Sendco@impactnorthwestschools.org.uk

Our SENDCo can also be available for face to face or virtual appointments, arranged via the main school line: 0151 328 1561 or 07568060086

Impact North West Schools is an independent specialist provision.

We are an ***IQM Centre of Excellence School***, having committed to the following:

- ❖ Committed to sustaining the Inclusion Quality Mark ethos through collaborative activities.
- ❖ Have demonstrable plans to sustain and develop internal inclusive practice.
- ❖ Have good mechanisms to disseminate and share good practice between the schools.
- ❖ Have, or are able to develop, the capacity to share and disseminate good inclusive practice across a broader cluster of schools.
- ❖ Are willing to engage in classroom level research activity that explores inclusive practice.
- ❖ Agree to have an annual IQM visit to ratify or validate the progress and develop an annual plan for development.
- ❖ Agree to contribute an annual written update of progress against the eight elements as the basis for the annual review.

We cater for students with a range of additional needs including social, emotional and mental health needs, attention deficit and hyperactive disorder, autism and dyslexia.

Frequently Asked Questions:

We have developed some key common questions from parents and carers, with responses, to help support your child's educational journey with us:

1. How can I be involved in my child's education and progress?

We offer parent consultation days throughout the year to feedback key progress and to celebrate your child's achievements. We also conduct annual education, health and care plan reviews whereby we review your child's progress, taking into account their views, your views and the views of the school too.

2. What curriculum do you offer?

We offer a broad and balanced curriculum at INWS and our students work towards a full suite of qualifications.

We offer the following qualifications at key stage 4 (years 10-11), building on the foundations of key stage 3 (years 7-9):

Mathematics GCSE

English Language GCSE

English Literature GCSE

Science GCSE

Physical Education GCSE

BTEC Sport L1 and L2

BTEC Health and Social Care L1 and L2

Functional Skills in English, Maths and Digital Skills Entry level-L2

A Personal Development Curriculum comprising of:

Prince's Trust Awards

Core Physical Education

Sports Leaders

Creative curriculum

Humanities curriculum

AQA Unit Awards

We offer 2 pathways at GCSE depending on the child's wishes and ability.

3. What support will you put in place for my child for any social, emotional and mental health needs?

We have a range of support, both to support our students for their SEMH needs.

We offer:

- Counselling
- Access to our sensory time out space
- Thrive curriculum
- A number of Pastoral and TA staff
- Senior Mental Health First Aider / Mental Health Champion
- Trauma informed practice
- Emotion Coaching- Helping students identify and label emotions to improve their self-awareness and emotional literacy.
- Modelling and teaching emotion regulation strategies to help them manage strong feelings such as anger, frustration, or anxiety.
- Use of "Zones of Regulation" or similar programs that teach students to recognise their emotional state and apply calming techniques.
- Consistent Routines and Clear Expectations- Predictable routines that provide stability and security, helping SEMH students feel safe and less anxious.
- Clear behavioural expectations and consistent consequences for actions, ensuring students understand boundaries.
- Visual timetables and schedules to help students navigate their day with less stress.

- Positive Relationships and Trust Building- Building strong, trusting relationships between staff and students through empathetic listening and consistent support.
- Key worker or mentor systems where SEMH students have a dedicated adult to turn to for support.
- Use of PACE (Playfulness, Acceptance, Curiosity, Empathy) to create a safe and nurturing environment where students feel understood and valued.
- Targeted Social and Emotional Learning- Structured lessons focused on developing social and emotional skills, including managing emotions, making responsible decisions, and building healthy relationships.
- Group interventions or individual therapy sessions for students needing additional support with their social or emotional skills.
- Thrive Approach to help students with emotional development and resilience.
- De-escalation and Crisis Management Strategies- Use of calm-down corners or sensory spaces where students can go to regulate their emotions when feeling overwhelmed.
- Team Teach or other de-escalation techniques that focus on calming students and avoiding physical interventions where possible.
- Time-out strategies that are non-punitive and allow students to step back, reflect, and calm down in a safe environment.

4. What support will you put in place for my child's communication and interaction needs?

- ELKLAN trained staff
- Visual Supports and schedules to help students understand routines and transitions
- Communication boards and cards for students with limited verbal skills to express themselves.
- Use of social stories to explain social scenarios and appropriate responses to help students navigate social interactions.
- Use of Assistive Technology- Speech-to-text programs for students who struggle with writing but can express their thoughts verbally.
- Structured Social Skills Programs- Targeted social skills lessons, focusing on turn-taking, listening, making requests, and responding to others.
- Role-play activities to practise communication in real-life scenarios.
- Circle Time or Social Interaction Groups where students can engage in supported conversations with peers.
- Emotion Coaching and Emotional Literacy- Emotion coaching strategies to help students identify and express their emotions effectively.
- Zones of Regulation or similar programs that teach students how to recognize their emotional state and how to regulate it in socially appropriate ways.
- Consistent Use of PACE (Playfulness, Acceptance, Curiosity, Empathy)- Building trust and connection by responding to students' emotional and communication needs with empathy and understanding.
- Supporting students' self-expression without judgement or fear, encouraging open dialogue and reducing emotional barriers to communication.

- Developing Peer Interaction Opportunities- Facilitated peer interactions in structured settings such as group projects, games, or peer mentoring programs to foster communication and positive social relationships.
- Buddy systems to encourage communication and reduce social isolation.
- Positive Reinforcement and Praise- Using praise for appropriate communication efforts, such as sharing ideas, asking questions, or making requests, to encourage continued engagement.
- Reward systems that recognise progress in social and communication skills.
- Sensory Integration Strategies- Sensory breaks or access to sensory tools (like fidget toys or weighted blankets) that help students who are overstimulated or dysregulated communicate more effectively once calm.
- Creating a low-stimulation environment that reduces sensory overload, making communication easier for students with sensory sensitivities.
- Whole-Staff Training in Communication Strategies- Regular CPD (Continuing Professional Development) on understanding specific communication difficulties, including Autism, ADHD, and other related challenges.
- Collaborative Work with Families- Parent workshops on communication strategies used in school to ensure consistency at home.
- Home-school communication to share successes and areas of difficulty in communication, ensuring support is holistic.

5. What support will you put in place for my child's physical and or sensory needs?

- Ensuring an accessible curriculum, including a low arousal environment

6. What support will you put in place for my child's cognition and learning needs?

- Adapted curriculum
- Extended literacy support if required through Read, Write Inc, NGRT and IDL Cloud
- Tailoring lessons to meet individual learning needs, ensuring that content is accessible to all students.
- Providing multiple means of representation (e.g., visual, auditory, and kinesthetic) to accommodate different learning styles.
- Adjusting the complexity of tasks based on students' abilities, offering scaffolding where needed to help them succeed.
- Personalised Learning Plans (PLPs)- Creating individualised education plans (IEPs) or similar documents that outline specific learning goals and the strategies to achieve them.
- Regular reviews of student progress to update plans based on assessments and observations.
- Targeted interventions for students struggling with specific subjects, such as literacy or numeracy.
- Use of Assistive Technology
- Implementing technology tools, such as text-to-speech or speech-to-text software, to support students with reading or writing difficulties.
- Interactive learning platforms that offer personalised content and feedback to help students work at their own pace.

- Tablet-based educational apps that provide engaging, accessible ways for students to develop key skills in core subjects
- 4Small Group or One-to-One Support
- Providing additional adult support, such as teaching assistants, to work with students in small groups or individually.
- Intervention groups focused on specific learning areas, like phonics, reading comprehension, or maths fluency.
- Focused one-to-one tutoring for students who need extra help with foundational concepts or who are falling behind.
- Teaching metacognitive strategies, such as how to plan, monitor, and evaluate one's own learning.
- Breaking down complex tasks into smaller, manageable steps to improve understanding and retention.
- Fostering independent learning by encouraging students to set goals, track their progress, and reflect on their achievements.
- Incorporating visual aids (e.g., charts, diagrams, and mind maps) to help students grasp abstract concepts.
- Using physical manipulatives, such as counters or number blocks, to make learning more concrete and hands-on.
- Visual timetables and task organisers to support students in understanding sequences and routines
- Engaging multiple senses in learning by using auditory, visual, and tactile resources simultaneously.
- Incorporating movement-based learning, like learning through play, to help students better retain information.
- Encouraging interactive and practical activities where students can explore concepts through hands-on tasks.
- Providing step-by-step instructions and gradually removing support as students gain confidence in their abilities.
- Modelling problem-solving processes, then giving students opportunities to practise with guidance before working independently.
- Using sentence starters or writing frames to help students structure their thoughts when tackling more complex tasks
- Positive Reinforcement and Motivation
- Offering regular praise and recognition for effort and progress, which boosts students' confidence and motivation.
- Celebrating small successes to help students feel accomplished and remain engaged in their learning.
- Reward systems that reinforce positive learning behaviours, such as focus, perseverance, and participation.
- Phonics-based reading programs- Read Write Inc to help students with decoding and spelling difficulties.
- Guided reading sessions with tailored reading materials that suit the student's level.
- Targeted literacy interventions, including vocabulary building and comprehension strategies for struggling readers, IDL Cloud.

7. What expert support do you have available at school?

- Specialist Teachers
- Teaching Assistants
- Pastoral Care team
- Careers officer
- SENDCo
- Reading Support

We also work with a range of external agencies, signposting and referring into as and when needed.

8. What SEND training do INWS colleagues have?

We have a robust training schedule for our school colleagues. This includes (but is not an exhaustive list!):

- National college training
- ADHD Foundation training on pathological demand avoidance, ADHD, ASC
- NASEN online training
- National Association of Special Schools

9. Are there offsite trips?

We pride ourselves on our personal development and enrichment curriculum for our students and there are regular offsite activities and workshops. These activities are accessible for all students, in line with their individual risk assessments, to ensure that everyone has the opportunity to get involved and be included.

These can range from offsite PE lessons, to visits to local landscapes, to attending theatre productions. Transport is always planned into the organisation of trips and we use a mix of private and public transport - especially with the train line and bus line being so close to our school.

10. Is the building inclusive and readily accessible?

Inclusivity is at the heart of our school and we are a Centre of Excellence for inclusion through the IQM award which is a three year award.

We ensure that the school is adapted to our students' physical and sensory needs.

There is always work behind the scenes by the proprietors, to ensure we can build on our capacity and space.

11. What post 16 support is available for my child to prepare them for adulthood when they leave school?

We have a careers officer who works with all our children to ensure they get the impartial and independent careers advice they are entitled to. We work closely with the child and family to identify appropriate next steps and support any transition visits, reviews, information sharing etc. that needs to take place.

We also advocate work experience placements where appropriate to build on our student's character and personal development education.

