

**LOCAL OFFER: SPECIAL SCHOOLS**

(Including Business Plan in case of Further Viral Outbreaks)

**FIRST CREATED: JUNE 2015 – EDITION 1**

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<b>10</b>	<b>Sept. 2024 – Minor changes made</b>

Policy Agreed	
To be reviewed	<b>SEPT. 2025</b>
Owner	<b>Almut Bever-Warren/Graeme Brierley</b>
Signed	
Designation	<b>Headteacher/SENCO</b>

### **Local Offer: Special Schools**

Whilst we do not have any Covid related limitations in place anymore, we may need to be prepared that the winter could lead to an increase in infections. The below information reflects arrangements and provision in our school when we do not experience the risks linked to a Pandemic like Covid-19. Please see the additional information at the end of the document, which clarifies what may be different again if there is a new outbreak (in red colour).

## **Teaching and Learning**

At New Park High and Junior School, part of the Sovereign Trust, we have small class sizes, based on a primary, nurturing model of curriculum delivery, with two or more teaching assistants for each tutor group. Work is differentiated and adapted according to need and ability, based on a personalised curriculum, centred on pupils' specific and individual needs and abilities.

There is withdrawal for 1:1 support in literacy and numeracy, and a staffed nurture room with access for more vulnerable pupils. Lunch in the high school can be eaten in tutor classes or identified rooms other than the Dining Room, if this makes pupils feel more comfortable. KS3 tutor rooms are open pre-school, at break, and at lunchtimes. In the Junior school, lunch is eaten in the nurture area.

Curriculum enrichment opportunities are provided from outside providers: these include creative music groups, theatre groups, drugs awareness professionals as well as sports events.

Pupils both in the high and the junior section enjoy full access to the National Curriculum, in the high school with specialist teachers in all curriculum areas, and two teaching assistants in each class to support learning. In the high school, there are specialised areas for Art, D&T, Science, Food Technology, PE, Computing. In the junior school, there are two classes taught by a class teacher supported by at least two TAs, and some more practical classes taken by instructors. In both sections, we run 1:1 Master Classes for both gifted and less able children, and a peer-mentoring programme. We have a reward system based on points given for learning and behaviour, encouraging self-evaluation and motivation to improve. Our school counsellor works across all Key Stages, offering anger management, child centred counselling and Theraplay. Therapeutic art and therapeutic baking sessions are also on offer across all age groups. All three members of staff are supervised by a qualified member of the British Counselling Association. We further seek regular advice and support from the Educational Psychologist across all age ranges. Three members of staff are qualified for Mental Health First Aid across all Key Stages and our school counsellor is qualified as a Mental Health Lead for the school.

Some of the young people who are being referred may not be able to access the actual school for a wide variety of reasons. In discussion with SEN Salford, Parents/Carers and previous schools if appropriate, all options will be discussed with our EOTIS Team, usually followed by arranged visits to a number of potential Alternative Providers, including our own offsite Hub in Swinton with offers ranging from tuition to Hair and Beauty, Bike Maintenance, Music Production to name a few, so parents and children/young people can form their opinion re suitability. In the implementation meeting, following the first admission meeting and the visits, a programme will be agreed upon, ensuring that all areas of needs identified in the EHCP are being addressed. The dedicated EOTIS team also offers bespoke tutoring to ensure academic needs can be met for those young people who may follow a more vocational pathway.

New Park School endeavors to reach every individual student, ensuring that they have access to a creative curriculum that stimulates them and helps overcome previous barriers to learning. The programme that is negotiated with the student and parents/carers, builds on previous success, even if this means reaching back as far as Primary School, and supports the student in their personal development with the ultimate objective to help them towards a successful transition to post 16 education and/or training. Whilst the student might not cover the whole curriculum, staff work hard to gradually extend the programme and time commitment of the student, working toward externally recognised qualifications wherever and whenever possible.

All staff are experienced in working with pupils with emotional, social, and mental health difficulties, and have a range of external SEN qualifications, including masters and advanced diploma levels. Experienced SEN staff are reading recovery trained. We have ELKLAN trained TAs and teaching staff (for Speech and Language support), and all appropriate staff Team Teach trained; two staff members are designated as Team Teach trainers. The school is officially recognised as a 'Dyslexia Friendly School' and achieved the Bronze Award for Emotional Friendly School Status for a second time in summer 2023.

There is regular and on-going CPD training for staff which includes topics such as training on ADHD, Trauma, dyslexia and associated learning needs, self-harm, autism, attachment disorder, supporting SEMH children in mainstream, and Team Teach refresher training. We enjoy vibrant relationships with support agencies: Careers Advice, YJS, Children's Services, CAMHS, SALT, and liaise with our Educational Psychologist for assessments and strategies as well as many other agencies.

Students who are part of the EOTIS Cohort still have access to Speech and Language Therapy, Occupational Health and counselling support as appropriate.

All of our pupils are entered for external examinations in KS4. Due to the specific needs of some of our pupils, we have drawn up access arrangements as a means of supporting them. These include the use of readers, scribes, prompters, extra time, small classroom/individual working area for anxious students. There is training for Readers, Scribes, and Prompters before exams, including for KS2 staff. We use a range of differentiated worksheets and resources in class, and there is 1:1 literacy support for those who need it. Teachers are informed of all pupils' reading ages. We previously signed up to a nationwide Literacy Support Programme, which offered extensive training to staff and in class intervention programmes for students in the secondary school.

We have an annual Parents Evenings, where we meet with parents and carers to discuss the progress of pupils, and celebrate their achievements. We produce termly school reports and have regular meetings with parents, both formal and informal. These include the annual review of the EHCPs, Child in Need (CIN) and Team around the Family (TAF) reviews, and needs driven up-dates, primarily by phone.

Pupils also have access to a range of curriculum enrichment programmes – water sports, bike workshop, horse riding, music projects, community service (engagement with animal sanctuary, special school for PMLD), football matches against other schools. We are running a Forest School project across Key Stage 2&3. There are also visits for curriculum enhancement: air-raid shelter, careers fairs and conferences, Imperial War Museum, and Blue John Mines. We further offer vocational placements - construction, sports leadership, catering – and external learning placements as well as DoE. We have an active reintegration programme, whereby pupils are given the opportunity to spend time in

mainstream schools – supported by an accompanying TA - with a view to full integration, where and when appropriate. Pupils regularly engage in enterprise projects that raise money for charities, involving buying materials for things that are made in school, and then sold on-site during parent welcome days, off-site at car-boot sales, or jumble/table-top sales. There is also the opportunity for residential trips, such as trips to Wales as well as to Auschwitz in Poland or Amsterdam, both as part of World War II learning opportunities.

## **Annual Reviews**

Every child placed at New Park will have an Annual Review of the EHCP at least once yearly.

Parents/carers will be notified a few weeks before the review takes place, and a phone call is made close to the date as a reminder.

Interim reviews can be called during the year to discuss any areas of concern.

Students will be included in the review process and we will ask them to share their views on the EHC hub with the support of a member of staff, or they are invited to give us oral feedback.

Other professionals who work with the student will be asked to attend also. A representative from the Local Authority may be present to note any additional support that may be required or changes that they need to be made aware of.

This process is an important part of the partnership we want to develop with parents and carers to ensure we are meeting their child's needs. If there are any causes for concern, we take this very seriously and will endeavour to try to resolve any issues as quickly as we can.

Throughout the year, there will be regular home school contact by school to ensure that students have the right care package and that their needs are being met.

Students can be admitted throughout the academic year although in the last couple of years, this has happened less frequently due to the school being oversubscribed. Before the admission, a visit is arranged for the student and parents/carers. This visit is sometimes supported by staff from the Salford Information Advice and Support Services (SIASS), who are very familiar with the procedures at New Park. Year 6 students who are due to be admitted at the beginning of the next academic year, are invited to attend transition days in June/July. Virtual tours are available on our website for all Key Stages.

For older students, it is important to know that their transition to post 16 provision starts in KS3, when we include discussions about this in the annual review. Students and their parents may wish to discuss vocational options and their aspirations. We have a post 16 transition worker and an allocated Careers Advisor who help us make the transition as smooth and successful as possible. In fact, year 11 students are invited to join our Facebook page for school leavers, so they can stay in touch and ask for support if things do not work out at some point after they have moved on to college or a training provider. We like to also hear about any success, and many students stay in touch into their young adulthood.

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## **Keeping Children Safe**

Students are admitted to New Park throughout the year. At high school level, the majority will transfer from another high school in Salford or Greater Manchester, or one of the PRUs (KS3 Broadwalk PRU or in some cases KS4 Clifton PRU). The majority of young people will have already undergone an extensive assessment as part of the EHCP assessment procedures.

At junior school level, the majority will transfer from another local primary school or the primary PRU. The advice offered by other professionals as well as parental input from the admission interview informs the individual risk assessment for New Park. In some exceptional cases, we admit young people on assessment places to support them and their host school in avoiding a permanent exclusion. In this case, it is likely that the previous educational establishment will be asked to complete the comprehensive but user-friendly New Park risk assessment which will then be updated within four weeks of arrival of the young person here at school. Part of this risk assessment with the included Behaviour Support Plan focuses on the strategies that are useful to help the student manage their potentially challenging behaviours. Staff, parents, the pupil and other professionals are consulted in regular intervals about what helps to defuse potential conflict, which staff might be in the best position to help the student calm down, what physical intervention strategies should be used, and which ones should be avoided. Regular informal communication with parents/carers also supports this reviewing process.

When staff have decided that there was a need for restrictive physical intervention, the incident is documented and parents/carers as well as other relevant professionals are informed.

Thorough risk assessments are also carried out for all trips and activities that require physical activity where a child could be injured, supported by 'EVOLVE', Salford's approved provider. These risk assessments are checked by senior staff and reviewed regularly.

For all activities that take place we ensure there are adequate staffing ratios. If we are not happy with the level, then the activity will not be allowed to go ahead.

Most students are transported to and from school and home by Local Authority transport via taxi or bus. Parents can ask school for support with the application process for transport. In cases where transport has not been granted because it has been decided that the young person lives close enough to school to make their own way, or they are deemed to have the necessary skills to travel independently, young people will be issued with bus passes which at this point of time, allows them free travel across Greater Manchester. In exceptional cases, school may support transport from its own funds.

High School opens its doors to pupils from 8.15am when all Teaching Assistants are on duty. The young people can go to classrooms to have an early morning snack/drink and have informal chats with staff, they can go to the gym for a game of football, or choose other areas to sit quietly and talk to peers or adults. Members of staff will be on duty in and out of the school building to ensure everybody is safe. In

the Junior School, pupils will be allowed into the school building as soon as their taxi arrives, usually just before 9am. They will be offered a breakfast snack and/or a drink on their arrival.

The same routine is in place in our Hub in Swinton, though staff are often transported by our own staff so will arrive at the same time with them.

The same options and high level of supervision are in place at morning break, lunch time and home time when the young people in the high school are called to the hall when their taxi has arrived, and everybody is ready to access it. Independent KS3 travellers also go to the hall at the end of the day and will only be allowed to leave when staff are satisfied that they will not be at risk from the taxis coming and going.

All of our Safeguarding policies including our Anti Bullying Charta that has been agreed by pupils, parent representatives, staff and members of the advisory board, can be found on our school website.

Students are allowed offsite if their parents agree under supervision from staff. School staff follow students into the community to ensure they keep themselves safe. If a student absconds, parents/carers are informed. It is usually the parents' responsibility to inform the police if they are worried the child might not return home, unless school staff cannot reach parents/carers.

Parents and young people are made aware at the admission interview of the guidelines in regards to safe internet use (e-safety), consequences for any use of illegal substances and the no-phone in class policy.



### **Health (including Emotional Health and Wellbeing)**

During the admission meeting with parents and students, any medical needs will be discussed, including dietary needs. A generic permission is sought for the administration of medicines such as paracetamol, sun cream, plasters etc. However, it is the responsibility of parents/carers to inform school of any medical conditions and the need for taking medication within the day, particularly if new medical needs arise later on. Consent forms must be completed by parents/carers prior to medication being given out at school.

Where possible, short term medication should be given at home. If a pupil requires long-term medication, this can be stored at New Park by prior consent with the Headteacher. Any medication should be given to one of the First Aiders or the tutor team who will pass the medication on so it can be locked away in the First Aid room in the high school, or the first aid cabinet in the staff office in the junior school.

All medication taken within New Park will be recorded in the medication file, both for regular and occasional medication.

Medication should be:

- In the original packaging from the Doctor or Chemist.
- Clearly labelled with pupil's name.
- Timing, side effects and dosage must be clearly shown on the consent form.
- General First Aid will be administered by one of our suitably trained First Aiders.

In a case of a more serious accident or, for instance, a severe Asthma attack, emergency services will be called, following New Park's Asthma Policy and emergency services procedures. Parents/carers will be informed straight away, assuming they can be contacted by phone. If this is not possible for whatever reason, every effort will be made to go out to the family home as soon as is possible to inform parents/carers. The Headteacher will always be updated, even when she is not on premises. The First Aiders will offer intermediate treatment as necessary/appropriate, and stay with the young person until help arrives. Staff will go with the pupil to hospital until parents arrive. Staff involved must always complete the reports for major accident forms.

Local school nurses support the immunisation processes and also attend on request if advice is needed. Nurses have to follow national safeguarding guidelines and have to pass on any information about a young person who they believe is not safe.

A trained counsellor employed by New Park offers a regular confidential counselling service for KS2, 3 & 4 students. She is also bound by safeguarding regulations and will have to pass on any information that alerts her to a potential child protection issue. Parents/carers are kept informed whenever possible if a referral had to be made to Children's Services for that reason. Other trained staff offer anger management and relaxation sessions across all Key stages. The counsellor and two other members of staff are trained Mental Health First Aiders and can also make referrals to CAMHS.

An experienced educational psychologist offers further assessments and/or interventions when required.

A senior Speech and Language Therapist, supported by a colleague, offers weekly support and guidance to those members of staff who have received training in ELKLAN, a training programme which helps those working with children and young people to develop their knowledge and skills in supporting the communication of all children and young people, but especially those with speech, language and communication needs. They assess all new year 7 pupils in the high school and new arrivals in KS2. Group sessions are undertaken across school to improve communication skills.

From 2024/25, a trained Occupational Therapist will regularly offer advice to staff and also offer interventions, where deemed appropriate, to children, with parental permission.

The Headteacher at New Park has the National Qualification for Headteachers (NPQH), an advanced degree in education and psychology for children with social, emotional and behavioural difficulties and speech and language impediments, a primary and secondary teaching qualification and a diploma in counselling. The deputies have the National Qualification for Headteachers (NPQH) and are very experienced and highly skilled teachers; the Assistant Heads have additional qualifications in school leadership and are equally experienced in the delivery of the curriculum to children of young people with additional needs. The teachers at New Park Academy are a mix of primary and secondary trained teachers, most with a minimum of 3 years, most 5 years plus experience of teaching young people with social, emotional and mental health difficulties and associated learning difficulties. The Teaching Assistants at the school have National Vocational Qualification (NVQ) Level 2 and 3 and HLTA status and most have 4 years plus experience in working with pupils with Social, Emotional and Mental Health Difficulties. Five of the Teaching Assistants have had training in literacy recovery programmes. Twelve members of staff are trained in ELKLAN (see above). All the staff receive regular training in order to update them on current developments including training on mental health issues such as Attention Deficit and Hyperactive Disorder (ADHD), Trauma, Autistic Spectrum Condition (ASC), Attachment Disorder, Foetal Alcohol Syndrome and Post Traumatic Stress Disorder.

Support from other agencies is organised as need arises. The above-mentioned training and expertise allows staff to ensure that appropriate programmes are devised for each student that support their academic as well as emotional development. (see also 'Working Together')

## Communication with Parents

Before a young person is admitted to New Park, parents/carers will meet with the headteacher or deputy to have a look around the high school, and the Lead Teacher (asst Headteacher) to have a look at our KS2 provision. They will be introduced to key members of staff and discuss any concerns they or their child may have. They will be provided with written summaries of procedures and given a link to the school website.

The headteacher and KS2 Lead Teacher share what happens on a day to day basis, explain the system for positive and negative consequences (rewards and consequences) and give out a first free school uniform polo-shirt and jumper. Some time is also spent on explaining and demonstrating how challenging behaviour is defused by staff, and at which point staff might physically intervene to make sure everybody is safe. School telephone numbers are given out, and parents/carers are encouraged to contact the headteacher if they have any concern, as we believe that small worries can become big worries, and we would rather address any problem as it arises.

The school office is open from 8am to 4pm (**0161 5323254**), and the headteacher can be reached directly on **0161 5323261 or on her mobile 07906 610 782** (text or WhatsApp). We endeavour to have an open door policy for seeing parents and will make a member of SLT available whenever possible to see any parent who feels they need the support at any given time, but if there is a specific person you wish to meet with, appointments are advised to ensure they are available to you.

Parents are in regular contact with their child's tutor team who will keep them informed of any day to day issues, usually by phone, by text, by WhatsApp, class dojo or by e-mail. Parents are invited into school for their child's annual review, any special events, and are welcome to make appointments to see particular staff at any time. Family support via home visits is offered by a number of staff. Parents are offered the option of key documents to be translated into their first language and where necessary, an interpreter will be arranged.

Parents are asked to complete questionnaires annually to provide the school with their input on school performance and areas they feel may need addressing. This is currently being reviewed and parents will be offered this opportunity as part of the reviewing process. New Park's website is regularly updated, making key dates and activities available to parents/carers and young people as well as anybody else interested in the day-to-day events of the school.

## **Working Together**

With a new school year, pupils are given time to settle before we re-introduce the school council in both the High School and the Juniors.

School works towards helping to meet the families' needs where possible, and we have access to Foodbank Vouchers that we can share.

At present, we would welcome more parent members to the advisory board as their views are vital in ensuring our offer meets our cohorts' needs.

Staff and our young people particularly welcome the attendance of the Open Morning before Christmas (afternoon for Juniors). Parents are offered the option of key documents to be translated into their first language and where necessary, an interpreter will be arranged.

Through regular and consistent working with EWO, Educational Psychology Service, SEN Department, Children's Services, CAMHS, Health and a range of other practitioners such as EMTAS (support for children with EAL), we can ensure that a package of support is put in place for the family to help meet their needs. Parents are made aware on entry via both the guidance notes and entrance meeting that these services are available.

### **What Help and Support is available for the Family?**

We work with a wide range of agencies from health and social care to ensure we can signpost services to parents, and ensure children get the wrap around care they and their families need. We support the completion of Family Assessments which are needed when parents feel they require support in the family home. This support can be offered in school or at home, depending on parental preference. If this has not been agreed in a meeting, parents can ring the general office or pass on the request to the tutor team who will pass it on.

We also have access to Foodbank Vouchers that we can share.

We can also draw on support from the Educational Psychology Service who may be asked to reassess a young person when staff feel academic progress is delayed, or an unusual learning pattern has been observed.

School will also make referrals to SALT (Speech and Language Therapy Service) or Occupational Therapy where needed.

Parents are able to receive help and support in general form by the family link worker Karen Seymour, the Safeguarding Officer Yahna Pemberton, the headteacher, and other support staff.

Parents are able to apply for assisted travel via the SEN department. This is supported by school. Pupils are all entitled to a free bus pass and this is arranged in school.

## Transition

### *Yr. 6 to yr. 7 Transition*

Year 6 pupils are invited into New Park before they start in September (usually towards the end of the Summer Term). On those visits, they have a tour of the school, are given a uniform and experience taught lessons e.g. English, maths, science, art, food & DT. We welcome parents who wish to contact school for a tour. Year 7 teaching staff/ TA try to visit pupils' primary schools in order to chat to staff and see pupils at their primary school. In the first meeting at New Park, teaching staff explain the rules of the school and the behaviour/academic reward scheme. Photographs are shown of events/trips the pupils at New Park have experienced e.g. water sports, walking Snowdon, Poland trip, bike project etc. Our aim is for all new pupils to feel safe and secure at New Park, and we want them to look forward to coming, so aim for the transition session to be a fun and positive experience for pupils and parents. We offer the opportunity to enjoy a day of Forest School to allow pupils from different primary schools to get to know each other and their new staff in a less formal setting year. Parents are invited for an information evening to discuss any concerns they may have.

A separate evening is arranged for children who will join the EOTIS programme (Education other than at school) as different topics will be discussed.

### *Yr. 8 Transition*

Although the legal requirements state that careers advice has to be available from year 8, at New Park, every pupil from year 7 to 11 has access to 1:1 independent career advice from the school's Careers adviser.

New Park offers an extensive guidance package for year 7-11 students. From year 7, students are encouraged to start thinking about their own futures in careers lessons – where they see themselves in the future, the things they want – and what they need to do to achieve these goals. This extends to other curriculum areas, where subject-specific skills are linked to potential jobs and careers, and further supported by external employers and training providers, who come into school to meet with students. They engage the students in a range of discussions, question and answer sessions, and sometimes set up mini projects over a number of weeks, where students are given the opportunity to learn and practise new skills that may be needed in a range of industries.

The careers programme is underpinned by the Gatsby Benchmarks, and all planning, provision and evaluations are referenced against these. In the school's last Gatsby Inspection earlier this year, New Park was assessed as meeting all benchmarks 100%

### *Transition to Post 16 provision*

The process for Y11 transition will begin in the autumn term before the student is due to leave us.

In collaboration with the Careers Advisory Service, options will be discussed, open days at other establishments, career events and provision visits will be arranged, and, once all information has been provided, a pathway for our students can be agreed and then work around planning for change can commence to help the student prepare. We work closely with Salford College to enable a smooth transition – interviews are

## **Transition**

arranged informally with school and transition visits can be arranged. (see also 'Reviews'). Over the summer, support is offered via the Careers Advisors who are commissioned to support our young people over that period and also help in the autumn term to address any issues as they arise in the early phase of the transition.

For the last two summers, staff from New Park supported summer activities by collecting young people from home and supported them in the workshops.

Based on the positive feedback we have had, we envisage that we will do this again next summer.

### *Reintegration back into Mainstream Education*

The transition process is also for those whose desire and aim is to return to mainstream, predominantly those pupils in KS2 and KS3. This is not for everybody, but for those who wish to experience mainstream provision, we liaise with parents and partner schools, setting up learning opportunities in an agreed mainstream setting, with in-class support from a TA from New Park. Where possible. Starting with small steps, the amount of time spent in the mainstream school can be increased at an appropriate pace, with the view to full reintegration if this is felt to be appropriate.

### Extra-Curricular Activities

At New Park High, the Junior School and the Hub, we provide a breakfast club in all tutor rooms before the start of school, and there is access to tutor rooms before the official start of the school day. In the high school, there is also football in the gym before school starts; there are daily lunchtime activities on offer, which include football in the gym, computer games in the SEN/Nurture room, gardening, computer games in tutor rooms, and basketball in the yard.

A secluded play area is available to year 7s and year 8s, mainly in the inner quad of the school where pupils have access to a climbing frame. In the Junior School, there are a range of activities the children can participate in before and during the school day. When we run trips, we carry out rigorous risk assessments. Most day trips are funded by the school; parents/carers may be asked to contribute, but inability to contribute will not debar pupils from participation. In encouraging social integration and appropriate peer relationship building, we have specialised, small form groups. We provide interventions through the nurture and learning support in the SEN room.

Each year, we have at least one residential trip which parents/carers are asked to support financially if possible. Trips have included an 'environmental challenge' in the Lake District and in Hays on Wye, visits to the Centre Park in Sherwood Forest, visits to the concentration camp Auschwitz as part of a year 9's history course and a yr 7/8 trip to Amsterdam to visit the Anne Frank Museum and a number of trips to Wales.

Since Sep 2017, we have therapeutic dogs in the high school as well as in the Juniors. The value of pet 'therapy' is widely accepted as a powerful aid to stimulation and communication. Studies have shown that the presence of companion animals can improve the well-being of pupils and young people and lower the rate of anxiety, and linked to that, aggression, simply by making the environment happier, more enjoyable and less forbidding. It is accepted that interacting with animals is not appropriate for all pupils and young people but that for some it has the potential to provide many positive benefits. Any parent or carer who does not wish their child to interact with the dogs is invited to write to inform Mrs Bever- Warren of their wishes. This risk assessment will be reviewed annually, and the school senior leadership team will evaluate the impact of a school dog on a regular basis.



## **Business Plan For Any Further (Covid) Outbreak**

### **Special Educational Needs and Information Report Policy**

To be read in conjunction with the SEND policy and Information report.

This addendum is to highlight any changes and considerations being made in relation to New Park's SEND and Information report and policy which details how, as a school, we support all our pupils with special educational needs in case of any further outbreaks. This addendum is to be read in conjunction with the most up to date SEND policy and Information report and will remain in place during any future outbreak of Covid.

We believe New Park will be asked to continue to provide care for a limited number of children if there was to be another outbreak. These include those who were identified as vulnerable. 'Vulnerable children' included those supported by social care, those with safeguarding and welfare needs (including those on child in need and child protection plans), 'cared for children', young carers, disabled children and those with education, health and care (EHC) plans.

This means that the vast majority of pupils at New Park will qualify for the provision made available to them throughout any pandemic, and plans will be made accordingly in cooperation with social workers and other professionals involved.

#### Safeguarding and provision for SEND pupils

Throughout any outbreak, New Park will remain committed to ensuring the safety and wellbeing of its pupils through a number of means. All parents/carers will be contacted at the beginning to establish who wants to send their child to school so that transport can be arranged. In the following weeks/months, parents/carers will be contacted 2-3 times per week to check on their and their children's emotional and physical health, with parents always being offered the option to send their child to school if circumstances change. Doorstep visits will be undertaken when contact cannot be established by phone, WhatsApp/class dojo in any one week.

Pupils at school will be supported and their individual needs met through the high provision that is available at the school; pupils at home will be supported academically through a range of resources available online plus through live lessons with their staff.

Blended learning will remain in place for the duration of any outbreak, pending government guidelines.

#### Arrangement for assessing and reviewing pupil's progress

School recognises that assessments and reviews of pupils' progress will continue to be necessary and whilst baseline assessments are already scheduled in school, a senior leader will also be tasked with the quality assurance of online learning, ensuring that virtual teaching follows set plans and progress can be measured that shows evidence of closing the gaps in learners' attainment levels.

EHCP reviews will be undertaken as scheduled. Meetings may be held virtually, in school and per phone, based on parents'/carers' preferences.

#### Arrangements for supporting children in moving between phases of education

For pupils due to move between phases of education during an outbreak, New Park will continue to make contact with the new settings to share necessary information to make pupils' transitions as smooth as possible, adhering to DfE, PHE and government guidance.

For Year 6 and yr 11 pupils, key information will be shared with secondary schools and colleges as part of the local authority Transition policy and school staff will request and complete conversations with named transition staff in secondary schools and colleges to discuss any specific needs.

New pupils arriving at New Park will be sign-posted to virtual tours on the website. Parents/carers will be also invited to visit the school after school hours to ensure contact with groups of people will be minimised, and visits will only be undertaken with permission where parents feel uneasy about visiting the school.

New Park recognises that transition is likely to be a particular concern for parents of pupils of SEND, and communication remains open for parents to contact key school staff to discuss any concerns.

**The Risk Assessments** will be updated by school and will be approved by the Sovereign Trust and Salford LA, and will be shared with staff and Union Reps and will be displayed on our website. They will be reviewed regularly and any updates will be shared.

Please find a summary of some of the main points below you may find on new risk assessments plus addendums to relevant policies that might impact on our daily practice.

**Risk Assessment – Main Facts**

- In agreement with Salford SEN, there may be distinct groups (Bubbles) that will be identified at the time
- Timetables will be in place which limit movement of staff across groups/bubbles
- Break times will be taken at different times
- Increased outside learning opportunities will be in place
- Indoor and outdoor play equipment to be cleaned after use by each group as appropriate – this will be the responsibility of all staff
- All classes will have supplies of cleaning and sanitising equipment in class
- Bins with lids will be in all classrooms
- The school will have sufficient tissues for use by staff and pupils. Staff within classrooms will be responsible for ensuring that if the box of tissues in their room is less than half-full then they must telephone the school office and further purchases will be made. A stock of tissues will always be available in the school office. When this runs to less than ten, then a new order will be placed.
- Natural ventilation will be encouraged by opening windows as appropriate and if safe to do so
- Children will have personalised packs of stationery
- Markings on floors: minimal pointers on floor in corridors in place to avoid pupils instigating arguments with staff; staff quietly reminding pupils as necessary has proven more successful; posters on class room walls and on corridor display walls and in dining room reminding pupils regularly of social expectations during Covid 19

- Secondary pupils may be asked to wear face masks in corridors unless school has been informed by parents of reasons why their child should not do so
- Any child or staff who wish to wear face masks at any other time will be free to do so
- Cleaners will ensure all used surfaces are cleaned daily and disinfected regularly
- Individual risk assessments will be in place and will be adjusted as required, based on any new guidance published by PHE
- Analysis of weekly data from Public Health Salford concerning Covid infection trends will be passed on by LA
- Ongoing monitoring and evaluation of implementation of guidance will be undertaken by SLT and regularly communicated to all staff
- If staff or a child have, or feel that they have, symptoms of coronavirus, school will follow latest guidelines published by PHE for a test. The most up-to-date information will always be available on the school website.
- If a parent reports a sickness, the office staff will establish the symptoms and advise accordingly.
- All children who may have COVID-19 symptoms or persons within their household who do, will be asked to attend a testing centre immediately and will not be allowed to attend school until
  - a) the test returns negative, or
  - b) in the event of a positive test, they have fully recovered and completed the allotted period of self-isolation.If they test negative but still display symptoms, they will be asked to remain at home until they have been symptom free for 48 hrs  
(The above action points will depend on guidance at the time of any outbreak)

- There will be emergency PPE for staff where 2m distance cannot be maintained. Children who experience COVID-19 symptoms will be cared for by the headteacher, deputy Headteacher or assistant headteachers, either outside school (in good weather) or the bike workshop room (High School) or far corridor (KS2) until a parent or carer arrives.

What happens if someone becomes unwell in our school?

- If anyone in our school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they will be sent home and advised to follow the COVID-19 guidance for households with possible coronavirus infection.  
(The above action points will depend on guidance at the time of any outbreak)
- If the child needs to go to the bathroom while waiting to be collected, they will use disabled toilet. This toilet will be cleaned and disinfected using standard cleaning products before being used by anyone else.

- What happens if there is a confirmed case of coronavirus or other virus in a setting?  
The government advice tends to change pending any new developments; hence, it is important to check the school website for any up to date advice and guidelines. At the time of writing this (September 2022), we have to assume that rules may be similar to the previous outbreak:
  - When a child or staff member develops symptoms compatible with coronavirus, they will be sent home and advised to self-isolate for 10 days. All staff and pupils who are attending school will have access to a test if they display symptoms of coronavirus, and will be told to get tested immediately and to inform school of the subsequent outcome
  - PH Salford need to be informed of suspected cases.
  - Where the child or staff member tests negative, they can return to their setting if they no longer display COVID-19 related symptoms for 48 hrs.
  - Where the child or staff member tests positive, the school will contact the local health protection team who will work with the school and guide the school through the actions needed and will provide will provide advice on who requires to be sent home.
  - At present, this means that the whole bubble will have to self-isolate for 14 days. This does not apply to the household members of the child or adult that has to self-isolate for two weeks unless they start with symptoms and test positive.

(The above action points will depend on guidance at the time of any outbreak)

## **Asthma Policy**

Staff and children in the clinically vulnerable (moderate risk) group are thought to be at a higher risk of severe illness from coronavirus or similar viral infections. This includes children with asthma.

As part of the return to school, all pupils as recorded as having asthma on their pupil data information will be expected to have their preventative inhaler with them in school. Furthermore, school will advise parents to monitor their child for signs of possible risk of asthma attack and to ensure a good routine of using their preventative inhaler.

There are things parents/carers can do to prepare and keep their asthma attack risk down.

- Regular use of preventative inhaler,
- Monitor symptoms and signs such as breathlessness, disturbed sleep due to asthma symptoms, increase use of the reliever inhaler,
- Ensure asthma review with the asthma nurse or GP is up to date,

- Ensuring your child has a reliever inhaler in school and knows the signs of when this is to tell their adult in class they need their inhaler.

needed and

For further support and guidance <https://www.asthma.org.uk/advice/child/back-to-school/>

### **Attendance Policy (Including Transport)**

#### Pupils and parents

- To understand the importance of regular school attendance or, in case of local lockdown or absence due to need for self-isolation, the importance of accessing online lessons and learning resources.

#### Education Welfare Service

- The EWS will support school in their endeavours to re-engage young people who may not have opted into the provision during any potential outbreak in line with government guidelines. This will always be supportive to families in the first instance, taking any concerns of the families into account, but could lead to issuing penalties in identified cases.

### **Transport**

#### LA

- The LA Transport will risk assess the transport of all eligible pupils according to government guidelines

#### AP

- Where alternative provision undertakes transport of individual pupils, Risk Assessments from the Provider will be checked against guidelines from LA transport and government guidelines

#### School Staff

- Where school transport pupils to individual appointments, staff and pupil will have to wear facemasks and keep windows open where possible
- General Risk Assessments re checking on pupils' health must be followed at all times
- Parents/carers are unlikely to be offered lifts at this present time
- Masks, seat coverings and wipes will be supplied by school to ensure safe travels

## Educational Visits

During any outbreak restrictions and government guidance on social distancing, there will be no planned trips or visits apart from timetabled Forest School and arranged alternative provision visits, pending further government guidelines. Visits of other professionals to the school across all Key Stages will be arranged on a case by case basis during this time.

## First Aid Policy

During any outbreak restrictions and guidance, the First Aid policy will still be followed and procedures adhered to. In addition to the First Aid procedures, the following considerations and changes will be implemented:

- School endeavours to always have First Aiders on duty **in all bubbles**
- Those First Aiders identified as most vulnerable, will not be required to fulfil their duties unless there is a life threatening emergency when an ambulance should be called.
- The use of full PPE is advised, where appropriate, to give First Aid in a case of an open wound or where any bodily fluids are involved as well as any suspected cases of Coronavirus
- The First Aid Room for Coronavirus is the Bike workshop in the high school, and the far corridor in the Juniors.
- Neither room may be entered after a case of suspected Coronavirus until the rooms have been disinfected.

## Intimate Care Policy

### ***Definition of Intimate Care***

*Intimate care can be defined as any care which involves washing, touching or carrying out a procedure to intimate personal areas which most people usually carry out themselves but some children are unable to do because of their young age, physical difficulties or other special needs. Examples include care associated with continence and menstrual management as well as more ordinary tasks such as help with washing, toileting or dressing.*

*It also includes supervision of children involved in intimate self-care.*

- During any outbreak restrictions, guidance is likely to focus on the use of social distancing, and this is not possible when supporting a pupil with intimate care. Therefore, all precautions will be made to reduce the risk for the pupil and the staff supporting the pupil. We will continue with the practice of using disposable gloves and aprons should a pupil require intimate care. In addition,

due to the nature of being less than 1 meter apart, the staff will also wear face coverings as appropriate. All of the personal protective equipment will be safely disposed of after supporting the pupil.

### **Managing Medicine**

During any outbreak restrictions and based on government guidance, we will dispense medication to pupils, whilst adhering to social distancing and hygiene protocols as follows:

- Should a pupil require medication from a blister pack, the medication pack is handled by staff who will wear medical gloves. The medication will be pressed from the blister packet into a clean, disposable cup. The cup will be on the desk and staff will move away so the pupil can pick up the cup and take their medication.

Pupils with asthma will be expected to have a reliever inhaler in school which will be kept in their classroom in their teacher's cupboard. Should the inhaler be needed, the staff will wear clean, disposable gloves to get the inhaler and place this on the pupil's desk. Once the pupil has used their inhaler, this will be recorded on their medical log and chronology and the staff member will return it to the cupboard.

### **Advice and guidance on the use of Restrictive Physical Intervention (RPI) during COVID-19**

To be read in conjunction with the restrictive Physical Intervention Policy

The use of RPI is and should remain the last resort to safeguard a young person. When using RPI the paramount elements that inform any physical intervention are that:

- it is reasonable,
- it is proportionate and
- it is necessary.
- It is in the best interests of the child/young person
- It is safe

It is a given that all other techniques to de-escalate should have been considered, implemented where appropriate, and ultimately exhausted. As always, a physical intervention must be considered a final and last resort response, where issues of safety dictate that there are no available options left.



When considering the use of RPI in school in an outbreak climate, decisions must be made with awareness of and reference to government guidance to social distancing, for instance. This policy must be read in conjunction with the Safeguarding (Child Protection) Policy. Consequently, all basic risk assessments will be undertaken and environmental adjustments made to ensure a COVID/Virus secure environment, informed by a number of government and health guidance documents for education settings and work places.

Staff are at no higher risk than would normally be experienced if there was a need for physical support with a pupil if they are not displaying any coronavirus symptoms. We will continue to use social distancing, where possible, and good hand and respiratory hygiene protocol. This includes having a maximum capacity of persons in learning spaces, staggered break times and start and end of school times, and keeping groups in “bubbles”. All these precautions will continue to reduce risk of the (Corona) virus spreading from person to person and from entering school. In the event that a child with suspected COVID-19 virus (symptoms present) is in need of support, then full PPE will be used, and the child will be safely isolated comfortably until they be collected by parents/carers. This may be where a child is hurt and bleeding, therefore requiring first aid; or a young person is spreading bodily fluids (i.e. coughing, spitting, biting), which may be part of their high level behaviours, and articulated in individual plans and risk assessments