

**LOCAL OFFER**



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| **School/Academy**  **Name and**  **Address** | Astley Park School  Harrington Road  Chorley  Lancashire  PR7 1JZ | | | **Telephone**  **Number** | 01257 262227 |
| **Website**  **Address** | www.astleypark.lancs.sch.uk |
| **Does the school specialise in meeting the needs of children with a particular type of SEN?** | No | Yes | **If yes, please give details:**  Moderate Learning Difficulties (MLD)  Significant Learning Difficulties (SLD)  Autistic Spectrum Condition (ASC)  Speech Language Communication Needs (SLCN) | | |
|  | Yes |
| **What age range of pupils does the school cater for?** | 4-16 | | | | |
| **Name and**  **contact details of**  **your school’s**  **SENCO** | Miss Karen Wells Deputy Headteacher: SENCo  wellsk@astleypark.lancs.sch.uk | | | | |

We want to ensure that we keep your information up-to-date. To help us to do this, please provide the name and contact details of the person/role responsible for maintaining details of the Local Offer for your school/academy.

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| **Name of**  **Person/Job**  **Title** | Miss Karen Wells  Deputy Headteacher: SENCo | | |
| **Contact telephone number** | 01257 262227 | **Email** | wellsk@astleypark.lancs.sch.uk |

**Promoting Good Practice and Successes** I confirm that our Local Offer has now been published on the school/academy website.

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| **Please give the URL for the direct link to your school’ s Local Offer** | http://www.astley.lancsngfl.ac.uk/index.php?category\_id=348 | | |
| **Name** | *K Welsh*  **(Head teacher)** | **Date** | 10.11.2023 |

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| **Accessibility and Inclusion** | |
| **How accessible is the school environment?**   * Astley Park school is fully accessible. Outside there are identified disabled parking spaces close to the main entrance. The school has an Accessibility and Premises development plan and is fully committed to an ongoing programme of improvement in this area.   **How accessible is your information - including displays, policies and procedures etc**.   * Information about the school can be found on our school website, which is updated on a regular basis. Each pupil has a home/school diary for Parents/Carers to liaise and pass on information, we also actively encourage parents to engage with Evidence for Learning, the online system we use to track pupil progress. Videos and photographs of the progress pupils make is shared via this platform with parents. The school also has a full time Family support Lead who is available to communicate with and assist any parents and families with additional needs. * Information can be made available on request in different formats including, where necessary, other language formats. For parents whose first language is not English the school will seek to provide an interpreter to attend meetings. School aims to ensure all communications in written format are clear and concise, but will inform parents, carers and family members verbally where appropriate.   **How accessible is the school?**   * The school provides a total communication environment which includes the use of Makaton; photographs; symbols; objects of reference; communication profiles; pictorial timetables; Picture Exchange Communication System (PECS); and a range of communication aids. The school has also implemented a range of ICT equipment/resources and iPad apps to assist with the development of communication and ICT skills, including iPads, laptops, touch screens and interactive whiteboards in each classroom. We also employ our own Speech and Language Therapist and ICT Manager who support the development of communication and ICT across school.   **Do you have specialised equipment (eg; ancillary aids or assistive technology?)**   * Specialist furniture and equipment is available to support pupils to access their environment and curriculum. All activities within school are presented in a variety of alternative ways to engage the different types of learners. We offer a range of technology, including iPads that have voice recording facilities and communication support applications. We have a fully equipped sensory room. Outside we have extensive school grounds with specialist areas including a forest school, outdoor classroom, playing fields, cycle track with adapted bicycles, a climbing frame, trim trail, primary playground and all-weather gym equipment. | |
| **Teaching and Learning** | |
| **What arrangements do you have to identify and assess children with SEN?**   * Pupils attending Astley Park School must have an EHCP. The Local Authority assessment criteria determines the ‘banding’ of individual pupils based upon identified needs linked to specific criteria. School will use an annual process to review this and where appropriate provide evidence and recommend changes to this ‘banding’. This links directly to the funding mechanism (Weighted Pupil Number) for each individual student and subsequently the budget available to school. All pupils have Aspirational Learning Intentions (ALIs) which underpin a large part of the teaching focus as does a highly differentiated national curriculum. * An annual review is held for all pupils. Pupils in reception, will have two reviews. Parents and therapists are invited to attend the review, these are child friendly, person-centred meetings held to celebrate achievement and plan for the year ahead and discuss any issues that may arise.   **What additional support can be provided in the classroom?**   * The school has identified Special Educational Needs Co-ordinators (SENCO) for Primary and for Secondary who acts as a point of contact for parents/carers. All pupils have an Education Health and Care Plan (EHCP) with clear targets that are broken down into Aspirational Learning Intentions. All pupils have access to a class teacher and a level 2 & 3 teaching assistant (TA2 & 3). Pupils with additional needs also have access to extra support from Teaching Assistants at Levels 1 and 2 (TA1 andTA2b).   **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)**   * The school has access to a multi-disciplinary team including an NHS Speech and Language Therapist (SALT), Occupational Therapist and Physiotherapist who deliver programmes on site, working closely with the pupils. * The school employs a Speech and Language Therapist (SALT) for 4 days per week, who is responsible for planning and delivering effective specialist speech and language therapy provision for pupils who attend Astley Park. We have a thorough and detailed SEN provision map that clearly identifies the pupil’s needs and level of support required in class. Individual pupils and groups with additional learning needs will have access to supplementary resources and personalised interventions, as required and agreed at Annual Review. * We have a full time Digital Transformation Lead who supports existing, new and emerging technologies, embedding it into the curriculum.   **What SEN and disability and awareness training is available to all staff?**  The school is committed to offering regular continued professional development and all staff attend annual appraisal meetings and have on-going training in order to meet the differing needs of all children.   * Staff training for the whole school includes;   Child Protection and Safeguarding  First Aid training  Moving and Handling training  Team Teach training  Safeguarding  Medicines in School Training   * Staff specialisms/expertise in SEN include;   Sensory Profiling and sensory integration  Challenging Behaviour (SPE –Specialist Practitioner in Education)  ASD (SPE –Specialist Practitioner in Education)  Team Teach Intermediate Tutors  Moving and Handling Trainers  Zones of regulation  SCERTS  **What staff specialisms/expertise in SEN and disability do you have?**   * Specialist and experienced staff are skilled in providing quality classroom support and work collaboratively with staff with specialisms, for e.g. Sensory profiling, behaviour, Physiotherapist, Occupational therapists, Speech and language therapists, Medical professionals, Orthoptist, Specialist teachers in visual/hearing/multi-sensory impairments,   **What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?**   * Our highly personalised, four tier curriculum pathways are designed to maximise progress for each individual according to their own unique aspirations, focusing on developing key skills of communication, cognition, independence, physical development, self-care, and the ability to manage their emotions. All transferable skills that equip our children and young people for life beyond the school. EHCP and curriculum led targets are set in each learning activity throughout the day to build towards each pupils personalised goals. The curriculum is built to provide opportunities for revisiting concepts through a spiral curriculum which addresses any gaps in pupils learning.   **How do you share educational progress and outcomes with parents?**   * The school shares educational progress in twice yearly parent’s evenings, end of year reports, Evidence for Learning and annual review meetings.   **What external teaching and learning do you offer?**   * We have a commitment to learning outside the classroom and pupils are fully supported at all times to safely engage in offsite learning. * We also access swimming at local facilities, trampolining, bike-ability and sensory sessions. All pupils have access to regular educational class visits into the local community and residential holidays at years 7 and 10.   **What work experience opportunities do you offer?**   * Our Key Stage 4 pupils will engage in a variety of work related and life skill building experiences. * Our KS4 Curriculum prioritises functional skills, promotes independence and develops essential life skills and ensure learners are prepared for their future. There are three pathways that have a clear end point as to what each pupil should achieve by the end of school.   **How well does your SEN provision map illustrate the range and level of support for individual?**   * Our provision mapping is split into universal, targeted and specialist provision clearly outlining the level of support and targeted interventions available to pupils which are mapped across the year. | |
| **Reviewing and Evaluating Outcomes** | |
| **What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?**   * The school holds annual review meetings for parents that can be arranged at a suitable time for parents to attend either online or in school.   **How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEN and Disability?**   * Annual targets are set and broken down into Aspirational Learning Intentions which are assessed on an ongoing basis. * Pupils who receive additional interventions, for example rebound therapy, drawing and talking therapies, hydrotherapy which is part of their EHCP provision, will have this tracked via pupil provision mapping and outcomes will be measured against individual targets and tracked via evidence for learning. * Pupils are assessed via a range of assessments tailored to their individual needs, including, but not limited to; MAPP, B Squared, SCERTs, Numicon, Salford Assessments, Sounds-Write, and the engagement scale. | |
| **Keeping Children Safe** | |
| **How and when will a risk assessment be done? Who will carry out the risk assessment?**  ***Travel***   * The school has in place all statutory risk assessments, based upon LCC model risk assessments and guidance adapted to the circumstances of the school. * The school has a rigorous system for risk assessment which is carried out as follows: * School liaises with the local authority transport to ensure safe travel for pupils to and from school. * There are clear hand over arrangements at the start and end of the school day with designated parking areas on the school car park for transport requiring disabled access. * The local authority transport department liaises with school to carry out any pupil transport risk assessments.   ***Educational visits***   * All outdoor learning is risk assessed individually e.g. gardening, PE, swimming, and other events. * All risk assessments follow the local authority guidelines. We follow the Lancashire model policy for educational visits and all visits are risk assessed, * Using EVOLVE, by visit leaders and approved by one of the three trained Educational Visit Co-ordinator’s. * Teachers are responsible for completing the necessary risk assessments for all their individual class educational visits.   ***School premises***   * During breaks and lunch times a positive play system is in place in both Primary and Secondary phases and allows the pupils to choose different activities and experiences. * Health & Safety checks are completed regularly. * Playground inspections are carried out termly with an additional annual inspection, including any outside play equipment, seating and fences. Dynamic risk assessments are completed by staff on a daily basis. * Individual area specific risk assessments are available.   ***Individual pupil risk assessments***   * Pupil risk assessments are written at the start of the year by the class teacher and regularly updated, as required, throughout the year. These will include any medical issues and medication and behaviour information such as Risk Management Plans (RMP), Learner Support Plans (LSP) and Positive Handling Plans (PHP). * A risk assessment will be done for any pupils requiring a PHP. These will be written by the class staff in collaboration with the pupil support lead. * School premises undergo ongoing rigorous Health & Safety checks. * Annual safeguarding training is delivered for all staff. During breaks and lunch times a positive play system is in place in both Primary and Secondary phases and allows the pupils to choose different activities and experiences. * Health & Safety checks are completed regularly. * Playground inspections are carried out termly with an additional annual inspection, including any outside play equipment, seating and fences. * Individual area specific risk assessments are available.     ***Individual pupil risk assessments***   * Pupil risk assessments are written at the start of the year by the class teacher and regularly updated, as required, throughout the year. These will include any medical issues and medication and behaviour information such as Risk Management Plans (RMP), Learner Support Plans (LSP) and Positive Handling Plans (PHP). * A risk assessment will be done for any pupils needing a PHP. These will be written by the behaviour for learning manager in conjunction with class staff. * School premises undergo ongoing rigorous Health & Safety checks. * Annual safeguarding training is delivered for all staff.     **What support is offered during breaks and lunchtimes?**   * Pupil risk assessments are in place alongside environmental risk assessments to ensure staffing ratios at lunchtime ensure pupils are supported for both lunch and playtimes. Pupils remain with their own peer group and with staff from their own class who will be fully aware of their needs.   **Where can parents find details of policies on anti-bullying?**   * We have an in-depth Anti – Bullying policy that can be found on our school website   <https://www.astleypark.lancs.sch.uk/school-info/policies> | |
| **Health (including Emotional Health and Wellbeing)** | |
| **How do you manage safe keeping and administration of medication**   * Astley Park School is mindful of the need to safeguard the well-being of all pupils, staff and visitors to the school and will ensure, as far as is reasonably practicable, that first aid arrangements will be managed in compliance with the management of Health and Safety regulations. Management of first aid arrangements are undertaken in such a way as to ensure there are adequate arrangements for training and retraining of first aid staff, provision of first aid equipment and facilities and for the recording of first aid treatment. All parents are asked to send in any medication in clearly marked boxes with instructions for administration. All medication is stored securely in a lockable container. The school encourages parents to contact the school to discuss any concerns they may have regarding their child’s health. * The governing body review matters of Health and Safety on a regular basis and delegate the responsibility for ensuring the policies are put into practice. Each class and designated areas in school have fully equipped first aid boxes, as do both school minibuses. Classes take first aid bags with them when going out of school on organised visits / sporting events.   **How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?**  All care plans are drawn up in collaboration with parents and where appropriate health professionals. Care Plans are updated at least annually or when parents report any changes required.  **What would the school do in the case of a medical emergency?**  **How do you ensure that staff are trained/qualified to deal with a child’s particular needs?**   * In all cases of medical emergencies and/ or hospitalisation one or both parents will be contacted and requested to go directly to the hospital where they will be met by a member of the school staff. The nearest hospital to the school is Chorley Hospital where there is an Accident & Emergency Unit. The school will keep records of all accidents and injuries and has a procedure in place for ensuring that they are reviewed regularly in order, where possible, to minimise the likelihood of recurrence. The school will keep a record of any first aid treatment, prescription medicines or treatment given to a pupil. The school will always contact parents if a pupil suffers anything more than a trivial injury, if they become unwell, or if the school has any worries or concerns about their health. * All staff in school are expected to do all they can to safeguard the welfare of pupils, other staff and visitors therefore undergo ongoing training in administering first aid and emergency medications e.g.: Epi-Pen, rescue medications etc. Pupil care plans are shared with school staff to ensure continuity of care.   **Which health or therapy services can children access on school premises?**   * We have numerous health and therapy services accessing school premises e.g., Occupational Therapy, Speech & Language Therapy, Physiotherapists, School Counselling Services, School Nurses, Inclusion Disability Support Service, Nurture groups, as well as pupils having open access to behaviour support and specialist Occupational Therapy for sensory integration. | |
| **Communication with Parents** | |
| **How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person?**   * We are fully committed in ensuring that parents / carers are offered the comprehensive services they need to support themselves and their children. To ensure parents know who to contact regarding concerns we hold “meet and greet” sessions enabling them to meet the staff team and class “share in our learning” sessions. Our school website includes a ‘meet the staff team’ and ‘meet the governors’ and is updated regularly. We also send out half termly headteacher’s newsletters and class curriculum newsletters.   **How do parents communicate with key staff (e.g., do they have to make an appointment to meet with staff or do you have an Open-Door policy?**   * School does have an open-door policy however it is sometimes not possible for class staff to leave a classroom unattended or short staffed during the day therefore teachers will endeavour to deal with any queries that arise at a suitably convenient time. A member of the SLT may be available if parents need to speak to them or the office staff will be happy to make an appointment / pass a message on. * Individual communication diaries offer named contacts for students and the details relating to contacting them. Staff are very flexible in contact with parent/carers; should they not be available they will return calls as soon as possible. * Parents and Carers are welcome into school. Appointments are made for specific meetings, however, should a parent arrive to see someone unannounced we will do our best to accommodate although this may not always be possible   **How do you keep parents updated with their child/young person’s progress?**   * Parents are kept updated, throughout the year, on line via Evidence for Learning, blogs, twice yearly parent’s evenings, end of year reports, annual reviews and share in our learning sessions. * Parents can give feedback to the school via our annual parent/carer questionnaire, annual reviews, end of year reports, parent’s evening, on line parent view or in person / via email through our school website.   **Do you offer Open Days?**   * When a move to specialist provision has been agreed by the LA, Parents / Carers can request a without-prejudicial visit to see Astley Park School * An appointment is made with the Headteacher, Deputy Headteacher or Family Support Lead.  The parents / carers are given information about our website containing information about the school including Local Offer and SEN Information report and have the opportunity to ask any questions they may have.  During the visit the parents or carers and child meet the school staff and are able to see class groups in action.  They also have the opportunity to have short discussions with individual members of staff, where appropriate and meet some of the pupils. * For those pupils where special school hasn’t been agreed, we offer half termly open evenings where parents/ carers can visit the school and meet some of the key staff.   **How can parents give feedback to the school?**   * Parents can give feedback to the school via our annual parent/carer questionnaire, annual reviews, end of year reports, parent’s evening, online parent view or in person / via email through our school website. | |
| **Working Together** | |
| **What opportunities do you offer for children to have their say? e.g., school council**   * Pupil voice is important to us and pupils have the opportunity to have their say via the school council. * The school council has representation from each class voted for by the pupils in that class. The council meets twice each half term and is facilitated by a link teacher and Headteacher.   **What opportunities are there for parents to have their say about their child’s education?**   * Parents have the opportunity to have their say about their child’s education at statement/EHC plan reviews or via our annual parent/ carer questionnaire. Parents are also invited to attend twice yearly parent’s evenings and encouraged to contact the headteacher with any concerns.   **What opportunities are there for parents to get involved in the life of the school or become school governors?**   * Family participation is encouraged, and parents have the opportunity to get involved in school life through our ‘Friends of Astley Park’ group that assists us with our fundraising events held at school. We encourage all our parents to be involved in school life and apply to be a parent governor if and when a vacancy arises. * Share in our Learning Sessions are offered on a termly basis where parents and carers are invited into school to join in class activities led by the teacher.   **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)**   * The Governing body involves professionals of the Local Authority teams from Finance, Catering and Buildings to produce reports to support its strategic development. School works very closely with all other partners and professionals from across all agencies linked to SEN, health, social care, police, voluntary organisations etc. in order to support an individual student as required.   **How do home/school contracts/agreements support children with SEN and their families?**   * We value our home school partnership that continues to develop the full potential of every child. As part of this partnership, we like to hear parents / carers views of our school. We endeavour to use annual parental questionnaires, annual home /school agreements, annual data collections, Evidence for learning, Parent View, annual reports, annual attendance information and Personalised learning goals to support families of children with SEN. | |
| **What Help and Support is available for the Family?** | |
| **Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?**   * Astley Park School is fully committed to investing in parents and carers. Our Family support lead works in partnership with parents/ carers to complete paperwork including the Common Assessment Framework (CAF’s), transport applications and forms for pupils with complex needs and families who need help and support urgently, signposting them to the correct agencies and offering support as an impartial party. School is committed to working collaboratively with families to meet the needs of children.   **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?**   * Our school has so much to offer in terms of support both within school and outside in terms of signposting you to support and services. We work in close partnership with parents, carers and other professionals. This ensures that we can effectively meet the needs of all our pupils and their families in a caring, supportive and friendly environment. We offer pastoral support, consisting of a full-time Family support lead and Pupil support lead, both provide exceptional individualised support for our pupils and their families. * We are very proud of our Leading Parent Partnership Award which recognises and celebrates the excellent and supportive relationships with our families. Our approachable and committed staff team ensures the continual provision of support and guidance is given to each parent and carer.   **How does the school help parents with travel plans to get their son/daughter to and from school?**   * Lancashire County Council will determine via their transport policy whether a pupil is entitled to home school transport. School has a staff member with responsibility for transport liaison and they can offer or signpost support and advice to parents/carers and family. School offer to support the completion of the required forms to ensure the best possible outcome. | |
| **Transition to School and School Leavers** | |
| **What support does the school offer for pupils coming to the school?**  Pupils joining Astley Park during the school year will be offered a bespoke transition package. Staff may visit the pupil in their current setting prior to the pupil accessing transition days at Astley Park.  For pupils joining in September, transition visits are held through the summer term, social stories and visuals are provided to help pupils recognise who will be their teacher and teaching assistants and where there class will be.  **What support is offered for young people leaving the school? (e.g. careers guidance, visits to colleges, apprenticeships, supported employment etc.)**   * We offer pupils the following support when leaving school, our Year 9, 10 & 11 pupils receive impartial careers information, advice and guidance, have access to work experience and visits to college.   **What advice/support do you offer young people and their parents about preparing for adulthood?**   * To assist young people and their parents prepare for higher education, employment and independent living we offer support via post 16 transition information events, College taster sessions and by attending college open days. Our Parent / Carer support manager will support pupils with various visits, when required. The key stage 4 curriculum is geared around life skills. | |
| **Extra-Curricular Activities** |
| **Do you offer school holiday and/or before and after school provision? If yes, please give details.**   * We offer a before and after school club to pupils for two days a week and offer holiday clubs led by our out of school club manager and supported by staff that are familiar with the pupils. This can be accessed via Lancashire Breaktime funding and application support can be provided by our out of school manager. * Pupils also have access to a range of lunch time clubs including dance and choir.   **What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?**  We offer a range of lunchtime activities including sporting activities, choir and lego club. We also offer a before and after school club two days a week.  **How do you make sure clubs, activities and residential trips are inclusive?**   * All clubs and activities are fully inclusive; staffing is matched to the needs of the pupils who are attending. Annual residential holidays are offered to year 7 and 10 pupils with specialist activities.   **How do you help children and young people to make friends?**   * Our pupils are encouraged to lead a fulfilled life, enjoy friendships, behave appropriately conducting him/herself as a good citizen and interact positively. Many of our pupils require support to help them to learn the skills to make friends and this id delivered through our curriculum. Positive Playtimes also support our pupils to develop these friendships beyond the classroom. |