



Guidance for Completion

This template is designed to help you to pull together information so that parents of children with Special Educational Needs or Disabilities (SEND) know what support they can expect if their child attends your school/academy.

The SEND Reforms will place a statutory requirement on schools from September 2014 to make information available to parents about how the school supports children and young people with SEN. This information will form the main basis for the school's Local Offer, which has to be published on the school's website. Your website must include the name and contact details of your SENCO and a link to the Local Authority's Local Offer when it becomes available.

The questions in the template are intended as prompts and reflect key issues that parents have told us they would like to know about when deciding which school could best meet their child's needs. You may also wish to consult with your own pupils' parents about what to include in your Local Offer.

In developing your school Local Offer you should be mindful that there is a requirement for a feedback facility to be available as part of the Local Offer and for responses to be given to feedback received.

Please provide a copy of your completed template along with the following completed information by email to IDSS.SENDReforms@lancashire.gov.uk

When saving your local offer please use the following format:

LO-SCHOOLNAME-SCHOOLNUMBER

Eg LO-LEAFYVILLAGESCHOOL-01100

| | | | | |
|---|---------------------------|------------|---|------------------------------------|
| School/Academy Name and Address | Astley Park School | | Telephone Number | 01257 262227 |
| | Harrington Road | | Website Address | www.astleypark.lancs.sch.uk |
| Chorley | | | | |
| Lancashire | | | | |
| PR7 1JZ | | | | |
| 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 | 4-16 | | | |

| | |
|--|--|
| of pupils does the school cater for? | |
| Name and contact details of your school's SENCO | Mrs Janice Wilson Assistant Headteacher: SENCo <u>wilsonj@astleypark.lancs.sch.uk</u> |

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.

| | | | |
|---------------------------------|---|--------------|--|
| Name of Person/Job Title | Mrs Janice Wilson Assistant Headteacher: SENCo | | |
| Contact telephone number | 01257 262227 | Email | wilsonj@astleypark.lancs.sch.uk |

Promoting Good Practice and Successes

The Local Offer will give your school the opportunity to showcase any good practice you have around supporting children with Special Educational Needs to achieve their full potential. If you have any examples of good practice or success stories, we would encourage you to include these on your Local Offer web pages. For reasons of confidentiality, please do not include a child's full name in any case studies you promote.

I confirm that our Local Offer has now been published on the school/academy website.

| | |
|---|---|
| Please give the URL for the direct link to your school's Local Offer | http://www.astley.lancsngfl.ac.uk/index.php?category_id=336 |
|---|---|

| | | | |
|-------------|----------------|-------------|---------------------|
| Name | K Welsh | Date | 02 June 2014 |
|-------------|----------------|-------------|---------------------|

Please return the completed form by email to:

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Accessibility and Inclusion

- How accessible is the school environment?
Is the building fully wheelchair accessible? Do you have accessible parking spaces? Have there been improvements in the auditory and visual environment? Are there accessible changing/toilet facilities? How do you improve access to the setting?
- How accessible is your information - including displays, policies and procedures etc.
Do you have information available in different font sizes, audio information, Braille, other languages etc. How does the setting communicate with parents and families whose first language is not English? How information is made accessible to parents and families with additional needs?
- How accessible is the school?
How do you make use of resources such as symbols, pictures and sign graphics to support children's access to resources? Do you have furniture such as height adjustable tables or alternative ways of presenting activities so that children can access them?
- Do you have specialised equipment (eg; ancillary aids or assistive technology?)

What the school provides

Astley Park school is fully accessible with ramped wheel chair access in all buildings. 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.

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. The school also has a full time Parent/Carer support Manager who is available to communicate with and assist any parents and families with additional needs.

The school is committed to providing a total communication environment for all and pupils, parents and families have access to symbols, pictures and sign graphics to support displays and resources. We are a sign supporting school and use "Sign-along" a system based on British Sign Language. In addition we use Widgit's software "Communication in Print" to create our symbol-supported resources. All staff receive training in the use of Communication in print and sign-along and we have qualified sign-along trainers within school to offer training to parents / carers.

Specialist furniture and equipment is available to support pupils to access their environment and curriculum. In the food technology room there are height adjustable tables, work surfaces, sink and hob. All activities within school are presented in a variety of alternative ways so as 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 pupil additional learning support base that includes a sensory / chill out zone.

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.

Teaching and Learning

- What arrangements do you have to identify and assess children with SEN?
- What additional support can be provided in the classroom?
- 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)
- What SEN and disability and awareness training is available to all staff?
- What staff specialisms/expertise in SEN and disability do you have?
- What ongoing support and development is in place for staff supporting children and young people with SEN?
- What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?
- How do you share educational progress and outcomes with parents?
- What external teaching and learning do you offer?
- What arrangements are in place to ensure that support is maintained in “off-site provision”?
- What work experience opportunities do you offer?
- How well does your SEN provision map illustrate the range and level of support for individual pupils or groups with similar needs and the resources allocated to meet those needs?

What the school provides

The school has an identified Special Educational Needs Co-ordinator (SENCO) who acts as a point of contact for parents/carers. All pupils have a statement of Special Educational Needs (SEN) and are supported by Personalised Education Plans. All pupils have access to a class teacher and the support of 2 Teaching Assistants – one at level 3 (TA3) and one at level 2 (TA2b). Pupils with additional needs also have access to extra support from a Teaching Assistant at Level 2 (TA2).

The school has access to a multi-disciplinary team including an NHS Speech and

Language Therapist (SALT) and Physiotherapist who deliver programmes on site, working closely with the pupils. All school staff are experienced in working with pupils with SEN and undertake on-going in house and specialist training. Our staff are trained to deliver “Positive Play Times” and we have a fully trained behaviour for learning mentor. Additionally we have key staff with specialist qualifications in ASC, Dyslexia, Positive Handling and Manual Handling.

The school employs a full time Speech and Language Therapist (SALT) who is responsible for planning and delivering effective specialist speech and language therapy provision for pupils who attend Astley Park.

We have a full time ICT manager who supports existing, new and emerging technologies, embedding it into the curriculum.

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.

We offer a creative child centred curriculum which is based on the pupils’ stage not age in our Primary Phase. In Secondary our pupils are taught in academic year groups but continue to be based in a single class with the curriculum being delivered by their class teacher. In Key Stage 4 pupils receive an appropriate level of support to enable them to access external accredited qualifications.

All children will have a baseline assessment carried out on entering the school and will automatically have them completed in the Foundation Stage and Year 7. In addition to this the children are assessed on a regular basis using B-Squared software that is based on the National Curriculum. Pupils with an ASC will also have access to the SCERTS model, an autism specific educational approach to enable the building of competence in Social Communication and Emotional Regulation.

The school shares educational progress in twice yearly parent’s evening, annual report and annual statement review. Each class issues a half termly newsletter and has a designated area on the school website to share information, photographs and achievements.

We have a commitment to learning outside the classroom and pupils are fully supported at all times to safely engage in offsite learning.

We offer external learning for land base and horticultural studies. We also access swimming at local facilities, trampolining, bike-ability and sensory sessions at Twinkle House. All pupils have access to regular educational class visits into the local community and residential holidays at years 7 and 10.

Our work experience facilitator co-ordinates a two week work experience programme in the spring term for year 11 and other opportunities are available throughout school for pupils to gain other life skills experiences.

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

interventions as required including Pupil Additional Learning Support.

Reviewing and Evaluating Outcomes

- What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?
- What arrangements are in place for children with other SEN support needs?
- How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEN and Disability?

What the school provides

The school holds annual review meetings for parents that can be arranged at a suitable time for parents to attend at school or at home.

Individual progress targets are set as part of the Personalised Education Plan and Pupil progress is assessed annually. The effectiveness is evaluated using the B-Squared data, the evaluated Personalised Education Plan from the previous year and where possible through pupil feedback.

Keeping Children Safe

- How and when will a risk assessment be done? Who will carry out the risk assessment?
- What handover arrangements are made at the start and end of the school day? Do you have parking areas for pick up and drop offs?
- What support is offered during breaks and lunchtimes?
- How do you ensure children stay safe outside the classroom? (e.g. during PE lessons and school trips)
- What are the school arrangements for undertaking risk assessments?
- Where can parents find details of policies on anti-bullying?

What the school provides

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:

Travel

- 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.
- 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.

Health (including Emotional Health and Wellbeing)

- How do you manage safe keeping and administration of medication
- How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?
- 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?
- Which health or therapy services can children access on school premises?

What the school provides

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 mini buses. Classes take first aid boxes with them when going out of school on organised visits / sporting events.

- School liaise closely with health professionals to complete care plans and ensure relevant training and information is shared.
- 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.
- 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?
- 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?)
- How do you keep parents updated with their child/young person’s progress?
- Do you offer Open Days?
- How can parents give feedback to the school?

What the school provides

We are fully committed in ensuring that parents / carers are offered the comprehensive services they need in order 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 daily. We also send out half termly headteacher’s newsletters and class curriculum newsletters.

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.

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.

Parents are kept updated with their child’s progress via twice yearly parents evenings, annual reports, annual reviews and share in our learning sessions.

Parents can give feedback to the school via annual reviews, annual reports, parents evening 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
- What opportunities are there for parents to have their say about their child’s education?
- What opportunities are there for parents to get involved in the life of the school or become school governors?
- 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)
- How do home/school contracts/agreements support children with SEN and their families?

What the school provides

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.

Parents have the opportunity to have their say about their child's education at annual reviews or via our annual pupil questionnaire. Parents are also invited to attend twice yearly parent's evenings and encouraged to contact the headteacher with any concerns.

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.

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, annual reports, annual attendance information and Personalised Education Plans 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?
- 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?
- How does the school help parents with travel plans to get their son/daughter to and from school?

What the school provides

Astley Park School is fully committed to investing in parents and carers. The staff team work in partnership to complete the Common Assessment Framework (CAF's), paperwork 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.

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 of our pupils and their families in a caring, supportive and friendly environment. We offer pastoral support, consisting of a full-time Parent / Carer Support manager and Behaviour for Learning manager 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.

Transition to School and School Leavers

- What support does the school offer for pupils coming to the school?
- What support is offered for young people leaving the school? (e.g. careers guidance, visits to colleges, apprenticeships, supported employment etc.)
- What advice/support do you offer young people and their parents about preparing for adulthood?
- What advice/support do you offer young people and their parents about higher education, employment, independent living and participation?

What the school provides

The School offers Without Prejudice Visits, transition meetings, home visits and taster days for parents /pupils considering Astley Park.

We offer pupils the following support when leaving school, our Year 10 & 11 receive careers information, advice and guidance, have access to work experience and visits to college. Young Peoples Service also attends the Year 9 and 11 annual reviews.

To assist young people and their parents prepare for higher education, employment and independent living we offer support via Careers evenings, College taster sessions and by attending college open days. Our Parent / Carer support manager will support pupils with various visits. The key stage 4 curriculum is geared around life skills.

Once a pupil place is agreed we offer an individualised transition program in collaboration with the current school and parents.

We also have whole school approach to ensure positive transitions. All pupils transition at the end of the academic year, typically the last two weeks of term to enable them to settle and adjust to their new surroundings and build rapport with new adults.

Extra-Curricular Activities

- Do you offer school holiday and/or before and after school provision? If yes, please give details.
- What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?
- How do you make sure clubs, activities and residential trips are inclusive?
- How do you help children and young people to make friends?

What the school provides

Astley Park School seeks funding on a regular basis to offer holiday and Saturday / Sunday clubs once a month. The clubs are run and supported by staff that are familiar with the pupils.

The School funds an afterschool club that runs twice a week where parents are asked to pay a notional cost of £2 per child, per session.

All of our pupils are actively encouraged to take part in regular sporting events.

Annual residential holidays are offered to year 7 and 10 pupils with specialist activities.