



Astley Park School

## SEN INFORMATION REPORT

Astley Park is an inclusive school with an excellent community spirit, where all children regardless of their SEN and cultural background, have the opportunities to socialise, be cared for and work alongside their peers in a supportive and nurturing environment.

1. *The kinds of special educational needs for which provision is made at the school.*

Astley Park is a generic Community Special School for children from 4 -16 years who have generic special educational needs including Moderate, Severe and Complex Learning Difficulties, Autistic Spectrum Conditions, Physical Disabilities, Speech Language and Communication Needs and Sensory Processing Difficulties.

The school is located within Lancashire.

2. *Information, in relation to the school's policies for the identification and assessment of pupils with special educational needs.*

All pupils who attend Astley Park have been previously assessed by professionals and the Local Authority and have been issued with; an Education, Health and Care Plan or a Statement of SEN. The school does, however, occasionally admit pupils on an assessment basis, following negotiation with the Local Authority. When this occurs, the school will then contribute to the education assessment for the child's E.H. & C Plan.

3. *Information about the school's policies for making provision for all pupils:-*

*(a) How the school evaluates the effectiveness of its provision for such pupils;*

At the end of the financial year the whole staff team and Leadership and Management Team review the School Improvement Plan and undertake an annual evaluation of the school's achievements and effectiveness in terms of impact on pupils, whole school management, curriculum developments, staffing, educational resources and premises developments. The findings from the evaluation process are then presented in a summary self-evaluation report which is analysed and challenged by the Governing Body. Following this, the whole staff team and Governing body agree the priorities for the development of the school over the next financial year. These priorities are transferred into the School Improvement Plan.

*(b) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs;*

When a child is admitted to Astley Park a range of baseline assessments are carried out and a Personalised Outcome Plan, (POP), is formulated for the child. A child's POP focuses on outcomes and SMART targets derived from the pupils' statement of SEN or EHC plan and careful assessment of needs using a range of tools including the BSquared Assessment Tool



## Astley Park School

which build upon prior knowledge and achievement and outline the strategies which will assist them to learn and make progress.

As a special school, pupil progress and achievement is measured in terms of teacher based assessment using BSquared and P Scales. Our data is triangulated with a large number of partner schools' data, using a reliable and robust data set. The school is a member of the North West Specialist Assessment Group NWSAG and use a specialised assessment tool, Lancashire Steps which supports the monitoring of pupil progress in relation to local and national standards.

The school has developed comprehensive systems of analysis so that over time, pupil progress can be tracked and reported accurately. The effectiveness of the provision at Astley Park is assessed and monitored on an on-going basis through individualised Personalised Outcome Plans; Individual Programmes; the on-going assessment and evaluation of pupil progress; and through whole school analysis of BSquared and P Level data.

Every twelve months a pupil's Education, Health and Care Plan or Statement of Special Educational Needs is reviewed at a meeting with parents/carers and key professionals, e.g. The SENCO, Class Teacher, Educational Psychologist, Occupational Therapist, Physiotherapist, Speech and Language Therapist, School Nurse and Social Worker. The meeting is held at school and gives parents/carers the opportunity to discuss their child's progress and whether any changes of approach or provision are necessary. Recommendations can be made to Lancashire Authority. The child/young person is also invited to the meeting to share their thoughts on progress and next steps. If they are unable to attend for any reason their contributions can be shared through their pupils advice form which consists of visuals and text responses as appropriate to the individual. Copies of the School Annual Review Report and supporting professionals' reports are also sent out to parents and professionals prior to the meeting. Additional Review meetings can also be held at any time if parents/carers or the school believe one is necessary.

The school seeks the assistance from the Local Authority and independent professionals to provide assessments and specialist programmes which can be incorporated into the child's Individual Personalised Outcome Plan at school. These professionals include the Educational Psychologist, Specialist practitioners for pupils with Visual Impairment, Hearing Impairment and Sensory Integration.

### *(c) The school's approach to teaching pupils with special educational needs;*

The nature of teaching at Astley Park is inclusive and fully promotes and enables all pupils to achieve their full potential; to learn to be healthy, sociable and tolerant of differences and disabilities; and promotes equality of opportunity whatever the child's special educational



### Astley Park School

needs. At Astley Park children are able to learn in a positive, secure environment; enjoy coming to school and make excellent progress.

*(d) How the school adapts the curriculum and learning environment for pupils with a special educational needs;*

The Curriculum is designed to address the individual development, sensory, physical, personal, social emotional and communication needs of the pupil. We offer a bespoke and contextualised curriculum to each pupil as part of our whole school approach to Curriculum entitlement. Effective planning ensures that teaching meets the learning needs of all pupils, giving due consideration to National Curriculum requirements, and the pupils' individual personal, social, emotional, communication, medical, sensory and physical development needs. Staff take account of the children's Personalised Outcome Plans to interpret the curriculum and differentiate activities to suit individual pupil need. Teachers and Teaching Assistants are confident in employing a range of differentiation strategies to ensure that children with a wide variety of needs can access the curriculum. The curriculum is enriched with a variety of off-site educational visits which enable the practical application of skills taught in school.

The school provides a total communication environment which includes the use of Signalong; photographs; symbols; objects of reference; communication profiles; pictorial timetables; PECS; and a range of communication aids. The school has also developed a range of low tech and high tech computer equipment to assist with the development of communication and ICT skills, including a plasma screen, iPads, as well as 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.

*(e) Additional support for learning that is available to pupils with special educational needs;*

The school has small class sizes and high staff to pupil ratios which enables teaching to effectively meet the wide range of special educational needs of our pupils.

The school has established a number of specialisms in school to assist us in meeting the wide range of pupil need. These are as follows;-

**COMMUNICATION:** The school employs a specialist Speech and Language Therapist to develop communication skills, communication programmes and the use of high and low tech communication aids and appropriate equipment for all pupils. The use of Signalong is used throughout school and forms part of a total communication approach. A number of staff have the ELKLAN Level 3 qualification to support a range of Speech, language and



## Astley Park School

Communication needs. The school is working towards ELKLAN Communication Friendly School Status.

**SENSORY PROCESSING:** The school has established a multi-sensory learning studio which has appropriate resources for pupils with sensory processing needs. We employ the services of a specialist Sensory Integration Occupational Therapist who delivers a range of individual programmes to children on a timetabled basis throughout the school week and who ensures that sensory diets are provided for children, as appropriate to the individual in class, when required. The ALERT Programme is embedded across school and supports pupils to recognise their need for regulation and how they can change or maintain a state of alertness. We have two staff that are qualified ALERT Programme trainers who have delivered training to all teachers and teaching assistants.

**Autistic Spectrum Condition (ASC):** The school has embedded the SCERTs Programme throughout school and use this to enable thorough assessment, individualised target setting and the tracking of progress of the pupils with ASC. A large number of staff are qualified SCERTS practitioners.

**Behaviour For Learning:** The school has set up a specialist provision for children with Social Emotional and Mental Health needs. The school has a Behaviour for Learning Manager who leads the B4L Hub offering a bespoke programme of support for pupils experiencing social emotional and mental health needs. We have highly trained staff to enable us to appropriately meet the complex needs of these children. The curriculum is centred on the social and emotional aspects of learning and is individualised to suit the needs of each child.

**Pupils Additional Learning Support (PALS) Team:** The school has a team of 3 teaching assistants who work across the school delivering a range of additional interventions. The team have a resource base offering individualised and small group sessions enabling pupils to work towards specific targets identified on their Personalised Outcome plans. Pupils are provided with a variety of on-site and off-site learning experiences.

### **Counselling:**

The school employs the services of a professionally accredited counsellor who can provide emotional support for children referred to them through the parent/carer manager or SENCO.

### **Family Support:**

The school has a full-time parent/carer support manager who offers highly effective support to all parents and carers. They ensure positive engagement and interaction with our parents and carers and help develop a collaborative partnership between home and school enabling



### Astley Park School

the best possible outcomes for the pupils. They also offer a wide range of support services and use their knowledge of other agencies to provide parents with the guidance they need.

*(f) How the school enables pupils with special educational needs to engage in the activities of the school;*

Astley Park is fully inclusive in all aspects of its work. All pupils have special education needs and they are supported appropriately to enable them to take a full and active part in all activities. This includes classroom activities, school events such as the Christmas Concerts and on Sports Day, through the use of our indoor and outdoor facilities, educational activities and visits, during the swimming programme and on the school's residential activity holiday.

*(g)*

- *Support that is available for improving the health, emotional, mental and social development of pupils with special educational needs.*
- *How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.*

The school has a very high staff ratio and therefore we are able to ensure that children are supported and cared for extremely well during the school day, at break and lunch times, on educational visits, during the schools residential holidays and in P.E. activities.

The school provides a safe, caring environment for its pupils. At Astley Park all staff recognises the need to encourage and enable all children to feel secure, confident and happy. Every member of staff considers it his or her duty to care for, guide and support children. This care and consideration is very effective, and enables mutually, respectful and trusting relationships between staff, parents and children to develop, contributing to the success of the school. These very good relationships are evident throughout the school.

The school works in partnership with a wide range of professionals who support parents, carers, families and school staff to meet the needs of all pupils and help them achieve and make progress. These professionals include:- The School Nursing Service, Paediatricians, Dieticians, Physiotherapy Service, Occupational Therapy Service, Counselling Service, Speech and Language Therapy Service, Educational Psychology Service, Specialist Occupational Therapist (Sensory Integration), LCC's SEN Team, HI and VI Service, Parent Partnership, and Social Services. We also employ our own Speech and Language Therapist. The school hosts regular clinics and appointments which assist parents and the children, as they are less disruptive for the child and easier to access for parents. These include: - Wheelchair, seating, specialist equipment clinics, vaccination clinics.



### Astley Park School

The school's policies on PSHE, Anti-Bullying, Intimate Care, and Online Safety are embedded in practice. Some of these can be accessed on the school's website or they are available from the school office, on request. The school has a comprehensive Behaviour Support Policy which promotes positive reinforcement of good behaviour. We also have a Care and Control Policy. If required, 'Positive Handling Plans' are agreed with parents, to assist children to learn alternative, positive behaviours, which are monitored and reviewed in partnership with parents.

Astley Park works in partnership with a school nurse who supports us in the management of health issues and the administration of medication in school. We also employ our own Parent / Carer Support Manager who works in partnership with the nurse and assists with the management of medical issues.

For children who require medication / tube feeding to be administered at school, the school nurse will work in partnership with parents, to draw up and agree medical protocols and care plans. The Headteacher, Class Teacher and Teaching Assistants also signs and agrees these. The plans and protocols are regularly monitored and updated, by the school nurse and parents, as required. Care Plans and protocols are held in the school reprographics corridor, and copies in classes. The keys to the medical cupboard and medicines refrigerator can be found in the reception office. The three nominated First Aid Champions also hold keys to the medical cupboard and medicines refrigerator. All staff are trained to assist with the day to day management of a child's medical needs. The school nurse briefs staff about students with medical needs. Training for designated staff on medical procedures, such as tube feeding, for example, and the administration of medication, is carried out and updated by the school nurse or nurse practitioners when needed.

4. *Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.*

All teachers are qualified to degree level and many have additional qualifications in special educational needs. All teaching assistants also have relevant child care, NNEB or NVQ level training. The Deputy Headteacher is a Team Teach Intermediate Team Teach trainer and a Moving and Handling trainer. All staff are trained in Team Teach and Moving and Handling principles and techniques. The school has 3 qualified Signalong Tutors and the Speech and Language Therapist is a qualified ELKLAN tutor.

A comprehensive programme of continuing professional development is provided for the whole staff team at Astley Park, which is continually reviewed and updated to ensure that staff knowledge and skills are kept up to date and relevant.

Training covers essential aspects of the curriculum and the needs of the school and its pupils. For example:- Meeting the communication needs of pupils – (Signalong, PECS, AAC, Intensive Interaction etc.), Team Teach (Behaviour Support); Midas Training (minibus



### Astley Park School

driving); Medical training such as First Aid (Paediatric and First Aid at Work), the management of seizures, use of epi-pens, tube feeding, the administration of medication etc.; Autism and Sensory Integration; Online Safety; Multi-sensory Learning; SCERTS ALERT Programme Swimming; Moving and Handling; Equipment training; Physical Development training; Sounds-Write; NUMICON; Child Protection / Safeguarding etc.

5. *Information about how equipment and facilities to support children and young people with special educational needs will be secured.*

The school environment at Astley Park, which includes the building and our extensive play facilities, are accessible to wheelchair users, ambulant pupils and those who use a variety of mobility equipment.

The school has a number of accessible bathrooms as well as child-sized toilets, disabled and standard toilet facilities and hygiene suite; and personal care base which serve the full range of personal care needs of the pupils at Astley Park.

The school accommodation is also spacious and well-lit through natural light from large windows and roof lights. The visual environment is adapted in each classroom to meet the needs of the individual pupils.

The school has developed a total communication environment for its pupils which includes the use of Signalong, the spoken word, objects of reference, tactile communication, photographs, pictures, symbols, sounds, smells and high and low tech communication aids.

Classrooms and specialist facilities have been equipped with a wide range of furniture and equipment to suit the needs of the pupils. This includes height adjustable tables, specialist seating, vestibular and proprioceptive equipment, standing frames, walking aids and personal care equipment etc. Four of our Primary classrooms now have access to outdoor learning and play areas.

The school also has disabled parking spaces and drop off and pick up areas for school transport.

The school has two minibuses, one of which has a tail lift, which enables all educational visits out of school to be fully inclusive.

A large range of specially adapted bicycles are available for children who require them which are often used as part of a child's physical development programme using our on-site cycle track. Children also have the opportunity to use these during playtimes and lunchtimes.



### Astley Park School

The school also has a state of the art multi-sensory learning studio which includes range of sensory, physiotherapy and occupational therapy equipment and is accessible for all pupils.

The school has extensive outdoor play areas that include sensory resources including music, story, exploration and outdoor classroom areas in addition to a Forest School.

6. *The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.*

Prior to starting their place at Astley Park, a child is invited to take part in transition visits, to assist them with their transfer into their new school. Parents are also invited to accompany their child for the first few transition visits. During the visits we hold coffee afternoons for the new parents, to provide them with an opportunity to meet with key staff and other new parents and this enables them to ask questions and learn more about their child's new school. Parents are also invited to a 'Meet and Greet' meeting prior to transition visits to enable them to meet the class team, the other pupils and their parents.

The school provides a range of helpful, regular information letters for parents, including a Headteacher's newsletter every half-term. This newsletter contains useful information for parents and families and celebrates the children's activities and achievements at school, which can be shared together at home. Class information will be shared either via a curriculum newsletter at the start of each half-term or via a weekly class blog. After each educational visit, school event and at the end of the school's residential activity holiday, photos are shared on the school's website, and social media pages on Facebook and Twitter to allow parents the opportunity to see the various activities and fun that children have had on holiday with their friends. Parents/Carers can also access photos and information on their child's progress via the Evidence for Learning application online.

The school has a comprehensive website and we have also implemented a text messaging and email service which provides parents with useful up-to-date information about the school.

Annual Review meetings take place once a year or sooner, if required. An Annual Review Report is sent out to parents at least two weeks prior to the meeting. This contains information about a child's progress. These meetings are led by our Assistant Headteacher / SENCO. During the Review meeting, a child's progress is shared with parents and pupils. Parents are also provided with an End of Year Report each year, which informs them of the progress that their child is making across the curriculum, which can be discussed at Parents' Evenings.

Annual Review meetings and Parents' Evenings enable parents and staff to work together in partnership and provide parents with the opportunity to discuss with key staff the work that



### Astley Park School

their child is doing in school, the progress that is being made and also allows them to contribute to the objectives and target setting for their child. On an annual basis parents are invited to participate and set targets for their child. They are also invited to complete our Parent/Carer Questionnaire, where they have the opportunity to record their views and offer suggestions for development. Parents also have the opportunity to provide feedback to school during Parents' Evenings in the autumn and summer terms, during events and during Annual Review meetings.

At Astley Park we have a home School Diary system in place to assist with communication between home and school.

Parents are encouraged to attend coffee mornings and special events during the school calendar, such as our Christmas Concerts, class assemblies, Sports' Day, Summer Fair and awards assemblies.

Parents are also invited to class 'Share in our Learning' sessions, where they have the opportunity to join in with a range of activities in class with their child.

- 7. The arrangements for consulting young people with special educational needs about, and involving them in their education.*

At Astley Park we have a School Council with pupil representatives who contribute their own views and suggestions about our school. Pupils also have the opportunity to talk about school throughout the curriculum and in particular during PSHE lessons. Pupils are given the opportunity to express their views about school for their Annual Reviews. They share what they like about school and anything that they might like to do in the future. Pupils are then invited to their Annual Review to share their views with their parents and other staff and professionals attending the meeting. Pupils also complete an Annual Pupil Questionnaire where they have the opportunity to record their views and offer suggestions for development.

- 8. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.*

The school has a complaints policy which can be found on our school website. Paper copies are available from the Headteacher.

- 9. The contact details of support services for the parents and pupils with special educational needs, including those for arrangements made in accordance with section 32.*



### Astley Park School

The work of the school is supported by the services of a multi-disciplinary team which includes a physiotherapist, two speech therapists, a school counsellor, an occupational therapist and school nurse. Teachers of the Hearing Impaired & the Visually Impaired also provide regular support. Close links are also maintained with the School Psychological Service, Paediatricians, Community Nurses and Social Workers.

The following external professionals currently support Astley Park School:-

<b>Title</b>	<b>Name</b>	<b>Email</b>
<b>Educational Psychologist</b>	Nicola Williamson	<a href="mailto:nicola.williamson@lancashire.gov.uk">nicola.williamson@lancashire.gov.uk</a>
<b>Physiotherapist</b>	Stewart Drew	<a href="mailto:stewart.drew@lancashirecare.nhs.uk">stewart.drew@lancashirecare.nhs.uk</a>
<b>Occupational Therapist</b>	Alison Aspey	<a href="mailto:alison.aspey@lancashire.nhs.uk">alison.aspey@lancashire.nhs.uk</a>
<b>Speech Therapist</b>	Susan Barber	<a href="mailto:susan.barber@lancashirecare.nhs.uk">susan.barber@lancashirecare.nhs.uk</a>
<b>Speech Therapist Assistant</b>	Linda Coxhead	<a href="mailto:linda.coxhead@lancashirecare.nhs.uk">linda.coxhead@lancashirecare.nhs.uk</a>
<b>School Nurse</b>	Francine McCormack	<a href="mailto:chorleywestefhs@lancashirecare.nhs.uk">chorleywestefhs@lancashirecare.nhs.uk</a>
<b>Specialist OT</b>	Justine Lang	<a href="mailto:justine@shinetherapyservices.co.uk">justine@shinetherapyservices.co.uk</a>
<b>SENCO</b>	Janice Wilson	<a href="mailto:wilsonj@astleypark.lancs.sch.uk">wilsonj@astleypark.lancs.sch.uk</a>
<b>SENDO</b>	Pam Rigby	<a href="mailto:pamela.rigby@lancashire.gov.uk">pamela.rigby@lancashire.gov.uk</a>
<b>SENDIASS</b>	Gayle Lavelle	<a href="mailto:gayle.lavelle@lancashire.gov.uk">gayle.lavelle@lancashire.gov.uk</a>

10. *The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.*

At Astley Park School we seek to ensure that every new pupil and their parents/carers are made as welcome as possible. We follow the Lancashire Authority's Admissions Policy and in addition to this we have produced our own guidelines of 'Admission' which are available to parents and carers on request.

Any parent/carer who is considering a possible placement for their child at Astley Park School is encouraged to visit the school before hand, tour the building and have a discussion



**Astley Park School**

with either the Headteacher or another member of the Leadership and Management Team. Lancashire Parent Partnership Officers are also available to assist parents through the admissions process.

When a place at Astley Park is confirmed with parents and the Local Authority, the school works closely with parents and nurseries or alternative providers, to smooth the transition process for the child into his or her new school. This involves the SENCO and/or Parent/Carer Support Manager making home visits, visiting the child in their current setting, organising transition visits to Astley Park for the child and assisting parents with the completion of admissions forms and documentation such as Health Care Plans.

*11. Information on where the local authority's local offer is published.*

The Local Authority's Local Offer can be found on the Lancashire County Council website at [www.lancashire.gov.uk/SEND](http://www.lancashire.gov.uk/SEND). There is also a link to this on the Astley Park School's website.

The school's own Local Offer can also be found on the school's website.

[http://www.astleypark.lancs.sch.uk/index.php?category\\_id=348](http://www.astleypark.lancs.sch.uk/index.php?category_id=348)

**Kieran Welsh**

**Headteacher**

**November 2017**

**Date policy approved by the Governing Body Policy Committee:**

**Signed by the Chair of the Policy Committee:** \_\_\_\_\_

**Mr M Maher**

**Signed by the Chair of the Governing Body:** \_\_\_\_\_



Astley Park School  
Mrs W Blundell

**Policy Review Date:**

