



Bleasdale School

Learning Together / Achieving Together

Prospectus 2023 – 2024

27 Emesgate Lane, Silverdale, nr Carnforth, LA5 0RG

www.bleasdaleschool.lancs.sch.uk

Tel: 01524 701217

Email: admin@bleasdaleschool.lancs.sch.uk



Welcome from the Headteacher

Thank you for requesting a prospectus. May I begin by offering you a very warm welcome on behalf of our community of brilliant pupils, parents and carers, staff and governors. We hope, through exploring our content, you will gain a better understanding of our forward-thinking school.

Bleasdale School caters for children and young adults aged 2-19 years, with profound and multiple learning disabilities. Set in an area of natural beauty, we are a small school where everybody knows one another well. Having retained an '**Outstanding**' Ofsted rating for many years, staff and governors continue to strive to achieve our very best and remain passionate about the work we do. We are a SEN/D community who embraces inspiration, creativity and inclusivity via our central ethos "**Learning Together, Achieving Together**". By empowering equality, we enable collaboration as equal partners, bringing together our combined knowledge to provide exceptional teaching and learning for all of our pupils needs.

Our core aims:

1. Place the students at the heart of everything we do.
2. Place inquiry and reflection as an important part of our practice.
3. Provide a curriculum that prepares our pupils for adulthood.
4. Provide person centred learning that is suited to the individual needs of the learner.
5. Provide the learner with the skills required to maximise their full potential, both currently and in their future.

Creating a personalised education and care package for each pupil recognises how unique and special the pupils are. We value all achievements and celebrate them with our school community, both within school and online.

Please do explore our online content as well which will provide you with a stronger insight into Bleasdale School's life. We are beyond proud of our school community and would welcome the opportunity to share further information with you.

Sefton Booth, Headteacher

Parents described the school as one big happy family. They could not speak highly enough about the school and the pride they have in their child's achievements. – Ofsted 2023

Staff List – December 2023

| | |
|-------------------------|---|
| Headteacher | Sefton Booth |
| Deputy Headteacher | Kath Linde |
| School Business Manager | Paula Mason |
| Lead Practitioner | Rebecca Parker Lois Howarth |
| Class Teachers | Amanda Allmark-Snow Kim Buchanan Nicola French Amelia Wilson Molly Watson Rebecca Murphy Grace Crowther |
| HLTAs | Zoe Cass Karen Hodgson Arlene Fishwick Sally Gardner Jo Robinson Ellie Shepherd (Casual) |
| TA3s | Angela Green Anna Hodgkinson Toni Thornley |
| TA2bs | Roberta Buccelli Honey Champion Susan Charters Sarah Ezdi Niamh Gash Emma Haddow Emily Heathcote Georgia Iveson-Wilkinson Rachael Owen Mara Stolen |

Office Team

Caitlin Harrison
Caleb Stewart
Joshua Liley
John Wafer (Bid Writer)

Catering

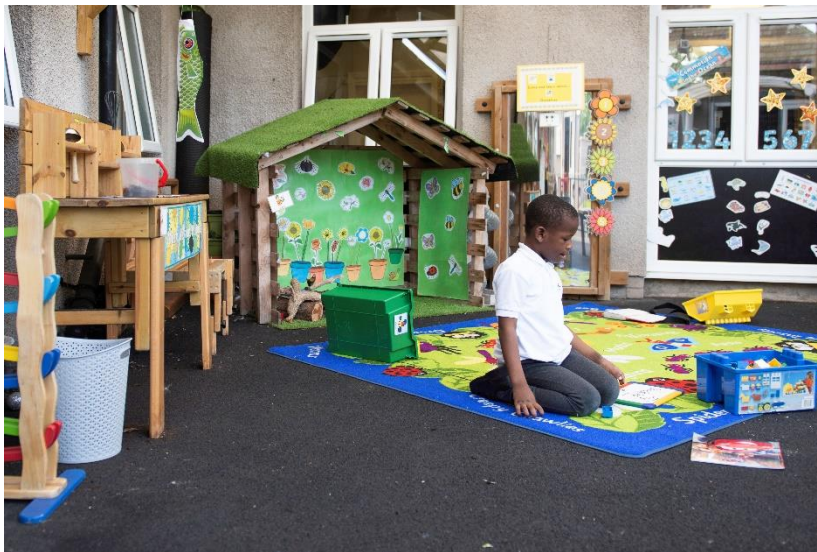
Paul May

Site Supervisor

Carol Burrow

Domestic Staff

Gill Blackburn
Monica Bolton
Angela Branson
Zoe Sharples



*Staff have the expertise
to support pupils with
profound and multiple
learning difficulties –
Ofsted 2023*

Safeguarding

Bleasdale School are committed to safeguarding and promoting the welfare of children and young people. All staff are trained annually in Child Protection and Safeguarding, with regular updates throughout the year and all new staff have a full induction package.

All students and supply staff receive safeguarding advice and information before starting their placement. All staff and volunteers have been checked with the Disclosure and Barring Service and a single central record is kept of those checks. The Designated Senior Leads for safeguarding have regular training regarding their designated safeguarding role. In addition, members of the Senior Leadership Team and some Governors have safer recruitment training.

Procedures are in place in school to ensure any act that may cause a safeguarding concern is properly reported. In addition, there is a culture of support and vigilance in school to ensure pupils and staff work in a safe environment.

Designated Safeguarding Lead (DSL) – Sefton Booth Headteacher

Deputy Designated Safeguarding Leads (DSL) – Kath Linde Deputy Headteacher and Rebecca Parker Lead Learning Practitioner and Lois Howarth Lead Learning Practitioner

Named Governors for Safeguarding - Barbara Wignall/Mary Peel

Operation Encompass

As part of our commitment to support and safeguard our pupils, we are part of the Lancashire initiative, Operation Encompass. This partnership scheme has been set up to provide early reporting to schools about any domestic abuse incidents that occur outside of school hours, which may have an impact on the schooling of a pupil the following day.

Information will only be shared with the school by police where it is identified that a young person was present, witnessed or was involved in the incident.

Key Adult – Sefton Booth

*There is a strong
culture of
safeguarding in the
school – Ofsted 2023*

Class Structure

There are three distinct phases within school - Lower, Middle and Upper – in addition to our newly created Nurture Hub. Pupils in each phase work across three different rooms within their learning space and are supported by a highly skilled team of staff who know them and their needs extremely well. Our Nurture Hub provides for our pupils who need a more active curriculum and also consists of three separate rooms.



Curriculum information is available on our website and is updated termly.

Aquatic Learning

We are extremely fortunate to have our own warm water pool on site and every pupil has at least one session in the pool each week. We use the pool as an additional classroom. With the pool being warm it can allow pupils to relax their muscles and often then they can do things such as lower their arms, move their legs which they couldn't do on dry land. There are many benefits to aquatic learning including improved coordination and balance, reduced pain to tight muscles or increases flexibility in joints. It has also allowed those to practise weight bearing when they can't normally.



Rebound Therapy

We have a purpose built Rebound Room in our school grounds and a number of staff who are trained in Rebound Therapy.

Our Rebound Room has matting on all the walls and the floor, a sunken trampoline, lights that can be dimmed or made brighter, blinds at all the windows, air conditioning, music and an overhead ceiling hoist.

Rebound Therapy is the therapeutic use of a trampoline to facilitate movement, promote balance and body awareness, help to increase or decrease muscle tone, promote relaxation, sensory integration, improve fitness and helps to improve communication skills. It has the ability to be cross curricular as a pupil can work on several target areas at the same time.

Pupils' physical development is a real strength of the school – Ofsted 2023



Sensory Suite

Our Sensory Studio provides another area where our pupils can interact with the environment.

It is an incredibly versatile space that can be adapted to any area of the curriculum and provides a platform for immersive environments, informational scenarios, interactivity, multi-sensory stimuli and special events.

The space consists of many pieces of equipment, including an interactive bubble tube, a wind tunnel, 3 projectors that project an image across 3 walls, a floor projector and a variety of alternative control interfaces for use by students and staff.

Staff are able to develop their own content and use sensors, cameras, microphones, and the computer to trigger various lighting, video and sound events. In this way, students of any ability can gain control over their environment and teachers can control a particular scenario.

Sessions make use of auditory, tactile, visual, taste and smell stimuli with integrated music therapy and aim to provide pupils with the opportunity to learn whilst working, exploring and experiencing independently.



Other Facilities

We have very large grounds which are used on a daily basis as part of the pupils' learning. We have a fully accessible playground, a number of different swings, a sensory trail for bikes and trikes and two outdoor classrooms. We have a fully equipped PE Hall and a dedicated DT Room with extensive cooking facilities. Within the grounds there is a conservatory, a vegetable garden and a store for adapted bikes and trikes.

We have developed our own sensory library which is a large space decorated with soft, vibrant window seating to create a comfy reading area for pupils, complimented with vibrant blinds and tree bookshelves to incorporate a woodland feel of the natural beauty of the grounds.

The library is filled with a range of touch and feel, lift flap and pop up books that are more suited to our pupils' sensory needs on a range of topics.

The library also includes homemade sensory books from a range of popular stories. These books are in larger print for those pupils who can read but the pictures are also made interactive with touch/feel parts that the pupils can feel and make them feel part of the story. There are also resources that accompany the books to make the story that little extra sensory to use alongside the books and make the book come alive.



Inclusion Links

*Pupils develop
their social skills
through the many
joint activities with
local mainstream
schools – Ofsted
2022*

At Bleasdale School we are fully committed to providing inclusion opportunities for our pupils, both with other special schools and with their mainstream peers. We have strong links with two local primary schools – Silverdale St Johns and Yealand Primary – and each week our younger pupils take part in inclusive PE or music lessons either here at Bleasdale or at the other school.

Our older students visit Dallam High School in Milnthorpe for rebound sessions where they are supported by students studying PE at A Level and have had inclusive PE lessons at Sandside Lodge School in Ulverston.

Our 16-19 year olds are preparing for life beyond school and go out into the community regularly as part of this. Each week they visit a local supermarket where they buy ingredients which they then use to cook lunch. Some of them run a pop-up café in school – Bleasdale Brews – which is well supported by families and the local community. They also access leisure activities such as More Music in Morecambe and Network Wheels sessions at Salt Ayre Leisure Centre in Lancaster. Running an enterprise project forms part of their curriculum too. Past examples of this include designing and making tote bags, bath bombs, Valentine gifts and keyrings, to name but a few.



The work to support pupils' personal development is very strong – Ofsted 2023



School Council

Our School Council – made up of representatives from each class – meets termly to allow the pupils to have a voice and to be involved in decisions affecting them, for example how to celebrate festivals such as Easter or where they would like to go for an end of year trip.



After School Clubs

Our HLTAs and TAs run after school clubs for each phase on a weekly basis. Currently, there is a swimming club for Lower Phase, a fun with food club for Middle Phase and a physical skills club for Upper Phase. We rotate the pupils who access these clubs on a termly basis so that everyone who wants to has the chance to be involved. There is no charge for the clubs and we can even offer transport home for some pupils at a nominal charge.

Summer Holiday Club

During the first two weeks of the summer break we host a holiday club for our families offering a range of different activities such as swimming, arts and crafts and baking which they can enjoy together. Siblings are welcome to attend and staff are on hand to offer support. There is no charge for this.



Home/School Communication

Parents/carers are very welcome to join us in school at any time. We believe that education is a partnership between home and school and the best educational outcomes are achieved by working together. We keep in regular contact with home via our home/school diaries and we also make use of Class Dojo to share photos with parents/carers.

We have a dedicated Facebook page which is updated regularly with lots of news about what has been happening in school together with

useful information about community activities and forthcoming events. Parents receive a termly newsletter and we use Parentmail as another way of keeping in contact.

Each term we organise sessions where our parents/carers can come and join in with our learning. Examples of this include aquatic learning sessions where parents/carers can get in the pool with their child or arts, crafts and baking activities.

We have a Parents' Group which meets weekly on a Tuesday morning to provide parents/carers with the chance to meet up on an informal basis over a cuppa. We provide toys/activities for younger siblings or grandchildren too.

Parents/carers are regularly informed of the pupil's progress through IEP's which are sent home termly and through the Annual Review procedure. Annual Reviews are held annually to review the pupil's Education, Health and Care Plan and parents/carers are invited to contribute with their views on progress. We also hold annual Reporting to Parents Days together with regular Parents' Evenings.

The school also issues parents/carers with a Home/School Agreement, which is a shared commitment between the home and the school. It sets out what the school and parents agree to do to contribute to each child's education. The Chair of Governors, the Headteacher and parents all sign a copy of this Agreement.

Since February 2013 we have held the Leading Parent Partnership Award (LPPA) which recognises the strength of our school's partnership with parents and carers. It is a DCSF endorsed award, which provides us with a valuable school improvement tool and also gives national recognition for our commitment to working with you as parents and carers.



Music



In 2022 we were nominated for Education Today's 'Creative School of the Year Award'. This nomination came from the work that we do to engage our pupils through live musical soundscapes created by a professional musician. Each term we are joined by a different instrumentalist who plays during lessons to enhance the pupils' learning. We also enjoy the support of a specialist music teacher who visits regularly and leads music lessons in our dedicated Music Room. She has written a bespoke music programme which our staff follow when she is not in school.



5 Ways to Wellbeing

5 ways to wellbeing is an evidence based initiative that we use in school to ensure the wellbeing of our pupils is celebrated and supported.

We use the 5 ways to wellbeing as a base for our dinner time provision. Covering one of the five areas each day in a fun and appropriate way for our pupils:

1. Connect
2. Get Active
3. Take Notice
4. Learn
5. Give

We are always looking at ways to embed this further in to our everyday school lives, in order to promote good mental health and wellbeing to all.

Uniform

Pupils up to and including Year 11 wear our school uniform as listed below while students in Years 12 and above wear smart clothes in plain colours, similar to the "business attire" worn in mainstream sixth forms.

- Blouse, shirt or polo shirt (white for primary pupils, pale blue for senior pupils)
- Sweatshirt, cardigan or hoodie (royal blue for primary, navy for senior pupils)
- Grey trousers, skirt, pinafore or jogging bottoms

These may be bought from any supplier. We then supply polo shirts and sweatshirts, etc embroidered with the school logo. These are ordered via ParentPay. We also supply green book bags. We are able to offer a subsidised uniform scheme. Please contact the School Office for more details. All enquiries will be treated in the strictest confidence.



The School Day

The school day starts at 9.00 am and each class has a break at around 10.30 am. Lunchtime is from 12 noon to 1.00 pm and the school day ends at 3.30 pm.

School Dinners

School meals are cooked fresh on site every day by our chef. There is always a choice of two hot mains, one of which is vegetarian, along with a hot pudding. Dietary requirements are catered for and food is blended for those who require it. Meals are paid for weekly via ParentPay and currently cost £2.20 per day. All pupils up to Year 2 are automatically entitled to a free meal and we can provide parents of older pupils with information about applying for Free School Meals if necessary.

Attendance and Absence

We believe that regular attendance is essential if children and young people are to benefit from all that we have to offer. Schools can no longer authorise absence during term time unless the circumstances are considered essential. Each request for absence will be considered on an individual basis.

As a school we

- Promote a culture across the school which identifies the importance of regular and punctual attendance

- Make attendance and punctuality a priority for all those associated with the school including pupils, parents, teachers and governors.
- Further develop positive and consistent communication between home and school
- Set targets to improve individual pupil and whole school attendance levels, including statutory targets (Education (School Attendance Targets) (England) Regulations 2007).

Whenever a child is absent from school it is important that the school is notified by 9.15 am by telephone. If your child does not arrive in school and we have not been notified by you, we will contact you by telephone. School should be advised in advance if you need to collect your child for an appointment during the day.

Accident or Illness

If your child is unwell, they should remain at home. In particular, children with tummy bugs can only return once 48 hours have passed since the last episode of sickness or diarrhoea.

If your child becomes ill or has an accident during the course of the day we will contact you by telephone. To this end, please ensure that the school is kept up to date with emergency contact details.

Admissions

Bleasdale School offers specialist education for pupils with Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD). Many pupils may also have additional complex needs, including multi-sensory difficulties, physical disabilities and associated medical problems.

Request for admissions are received from the Area Special Educational / Educational Psychology Service, usually on completion of a statutory assessment of special educational needs. Some pupils may be admitted during the assessment period. A pupil may also be admitted at any time during his/her education according to need.

It is expected that all pupils will have an Education Health and Care Plan. On receipt of a request and documentation from the Area Office, the following procedures will apply:-

- A visit to the school by the potential pupil and her/his parents.
- The pupil will be discussed at the schools Admission Panel meeting (held termly). Many pupils will also go the Complex Needs panel before a final decision is made.
- A review of the documentation relating to the pupil by the Headteacher and potential Class Teacher.
- A discussion with other professionals who have an awareness of the needs of the potential pupil e.g. nursing team, therapy team.

Pupils are admitted from all areas of Lancashire and other surrounding Local Education Authorities.

We welcome the opportunity to meet parents and their child for an informal without prejudice visit.

Assessment

End of Key Stage Results and Performance Tables

Due to the nature of our school population this information is not relevant and does not demonstrate our pupils' achievements.

We pride ourselves in promoting pupil learning and achievement in all aspects of school life and celebrating the accomplishments of our pupils. We use a range of assessment tools and strategies with our pupils. If you wish to discuss how we track our pupils' progress, please contact Kath Linde, Deputy Head



Complaints

If you have a concern about anything we do you can tell us by telephone, in person or in writing. If any of these are difficult for you, a friend or advocate can speak to the school on your behalf. Most concerns or complaints will be sorted out quickly either by putting things right or by explaining the School's actions to you. In accordance with equality law, we will consider making reasonable adjustments if required.

In considering concerns or complaints, the School will ensure that they are dealt with effectively and with fairness to all parties. Where possible, complaints will be resolved informally. Where a complaint has not been resolved informally, then the formal procedures set out in section "6(ii)" of our Complaints Policy (available to view on our website or from the School Office) will be followed. Where your concern or complaint is considered sufficiently complex or serious, the school may choose to investigate formally from the outset.



Governing Body

| | |
|-------------|--|
| Chair | Rosemary Dyson (Co-opted) |
| Head | Sefton Booth |
| Deputy Head | Kath Linde |
| Vice Chair | Mary Ripley (Co-opted) John Blowes (Co-opted) Paul Edmondson (Co-opted) Russ Jones (Vice Chair Governor) Mary Peel (Co-opted) Elisa Tidman (Staff Governor) Barbara Wignall (Co-opted) Sarah Phillips (Parent Governor) |

Governors can be contacted via the School Office on 01524 701217

BLEASDALE SCHOOL

TERM DATES FOR YEAR 2023/2024

Autumn Term 2023



| | |
|---|---|
| School reopens Development | Friday 1st September 2023 (Staff |
| Pupils return to School on | Monday 4th September 2023 at 9.00 am |
| Mid Term Closure | Monday 23rd to Friday 27 th October 2023 |
| Pupils return to School on | Monday 30 th October 2023 at 9.00 am |
| Closure at 1.30 pm on | Thursday 21 st December 2023 |
| School closed to pupils Development | Friday 22 nd December 2023 (Staff |

Spring Term 2024



| | |
|----------------------------|--|
| Pupils return to School on | Monday 8 th January 2024 |
| Mid Term Closure | Monday 12 th to Friday 16 th February 2024 |
| Pupils return to School on | Monday 19 th February 2024 at 9.00 am |
| School closed to pupils | Monday 11 th March 2024 (Staff Development) |
| Closure after School on | Thursday 28 th March 2024 |

Summer Term 2024



| | |
|----------------------------|---|
| Pupils return to School on | Monday 15 th April 2024 at 9.00 am |
| School closed to pupils | Friday 3 rd May 2024 (Staff Development) |
| May Day Closure | Monday 6 th May 2024 |
| Mid Term Closure | Monday 27 th to Friday 31 st May 2024 |
| Pupils return to School on | Monday 3rd June 2024 at 9.00 am |

Closure after School on Friday 19th July 2024

School closed to pupils Monday 22nd July 2024 (**Staff Development**)

Total number of required openings for pupil attendance: 190 days

Total number of required Staff Development days: 5 days

Staff Development Days: Friday 1st September, 2023, Friday 22nd December, 2023, Monday 11th March, 2024, Friday 3rd May 2024, Monday 22nd July, 2024