



SEN and Disability

Local Offer: All age Special Schools

Name of School: Bleasdale School

School Number: 00133

School/Academy Name and Address	Bleasdale School 27 Emesgate Lane Silverdale Carnforth Lancs LA5 0RG		Telephone Number	01524 701217
			Website Address	www.bleasdaleschool.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: PMLD and SLD	
		x		
What age range of pupils does the school cater for?	2 – 19 years			
Name and contact details of your school's SENCO	Mrs K Ashton			

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 K Ashton Acting Head Teacher		
Contact telephone number	01524 701217	Email	head@bleasdaleschool.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	www.bleasdaleschool.lancs.sch.uk/local-offer3.html		
Name	Mrs K Ashton	Date	3.2.23

Please return the completed form by email to:

IDSS.SENDReforms@lancashire.gov.uk

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 is information 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

- All areas of the school have full wheelchair access, including a lift
- There is access to the car park and gardens via a ramp
- There are overhead tracking and hoisting systems throughout both the day and residential buildings
- The day school building is a single storey building ensuring pupils have access to all areas
- The residential building has 2 purpose built lifts to ensure easy access to the first floor.
- The school has purchased a mobile gantry hoist to facilitate pupil access to the outside environment and activities
- There is ample parking and designated disabled parking. Covered porches keep pupils and visitors to the building dry
- There are disabled bathroom/changing facilities for adults and children
- Objects of reference are used throughout the school to ensure pupils know where they are going and what they are going to be doing when they get there. For those who are able to 'read' them photographs are used for the same purpose
- The school promotes the use of Makaton and 'on body' signs to augment communication
- PECs is used as appropriate to enable pupils to make choices
- All pupils have access the height adjustable plasma screens. All classrooms and dining rooms have height adjustable tables. Our 16 – 19 Centre has rise and fall sinks. Bathrooms have rise and fall basins.
- All pupils have access to Communication systems which support learning
- Pupils have access to ipads to enhance learning
- All pupils have access to interactive floor displays, a sensory suite and an extensive range of interactive ICT equipment
- Information for parents/carers is available via the school website or paper copies are available through the school office
- The annual LCC Parent Questionnaire is sent out in Polish and Arabic where possible for those families where English is not their first language. We use Class Dojo for communication so that messages can easily be translated.
- All our pupils, regardless of ability, are fully included in all aspects of school life
- We have strong inclusion links with the local Primary and High Schools as well as other Schools from further afield and other local Special Schools

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?
- 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

- All our pupils have an EHC Plan
- All pupils are assessed using appropriate tools to reflect their learning-Engagement profiles for pre formal learners and progression steps in core areas of learning for semi-formal learners. All pupils have impact report termly to identify holistic progress in all aspects of development.
- School staff are highly skilled and experienced in working with children with PMLD and associated additional complex needs, hearing and visual impairments, challenging behaviours and ASD
- Staff are well supported in CPD and have frequent opportunities to access appropriate training and development options given either in house or through external providers.
- All staff undergo regular training and professional development both internally and externally to continually enhance their skills and update their awareness and knowledge of SEN and LDD; subject specialisms and other aspects of school e.g. safeguarding, behaviour management, manual handling, team teach training.
- All pupils have access to appropriate seating, standing and walking equipment which is tailored to individual need and facilitates learning
- As a small school we are able to offer small class sizes of pupils with similar needs.
- We have high staff to pupil ratios enabling pupils to have excellent and well supported access to the curriculum.
- We provide a sensory curriculum based on preparation for adulthood skills and experiences, which is differentiated to meet the individual needs of each pupil. The curriculum and skilled teaching offers each pupil numerous and varied opportunities for independent learning throughout the school day. Independent learning is supported as appropriate through the use of independent work stations.
- All our pupils leave school with Equals and/or ASDAN accreditations appropriate to their level.

- We work closely with an independent careers information advisor to ensure all pupils in Key Stage 4 and our 16 – 19 Centre have relevant and appropriate work experience and work related learning opportunities
- The school offers an extended curriculum to all our residential pupils.

- pupils are able to attend a weekly after school club until 4.30pm once a week.

Reporting pupil progress takes part annually at a pupils Annual Review and at parents evenings twice a year, with regular informal updates through Class Dojo.

IEP's are evaluated termly and sent out to parents

- All pupils have a Home/School diary to report anything that has happened during the day. Parents are encouraged to also write in the diary, any information we may find useful

Reviewing and Evaluating Outcomes

- What arrangements are in place for review meetings for children with 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

- All our pupils have an Education Health and Care Plan which is reviewed annually with parents and other professionals. For children under 5 the review is six monthly. These meetings will assess and evaluate the suitability and effectiveness of the placement
- LCC assessment criteria determines the 'banding' of individual students 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 'band'. This links directly to the funding mechanism (Weighted Pupil Number) for each individual student and subsequently the budget available to school.
- The school operates a personalised approach to each individual pupil by establishing individual educational plans with specific targets set that are reviewed on a termly basis.

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 is a totally secure environment with thumb print access ensuring pupils safety
- Our school entrance offers a secure waiting area with digital inventory system for all staff and visitors to sign in and out. No visitors can gain access to the main school without a member of admin staff accompanying them.
- The school has in place all statutory risk assessments, based upon LCC model risk assessments and guidance adapted to the circumstances of the school. These include risk assessments associated with premises and grounds, subject specific, individual students, educational visits etc. They are responsibility of the Headteacher (or other appropriate personnel such as educational visits co-ordinator) following advice taken from Health and Safety

professionals, staff, other professionals (e.g. health), parents and Carers wherever appropriate. They are reviewed within appropriate timescales.

- Risk assessments are carried out by staff in consultation with the Head Teacher. Risk assessments for Educational visits are completed by the visit leader using Evolve Form 5
- A small minority of pupils are brought to and collected from school. Parents report to the school office and pupils are collected/returned to them at the beginning and end of the day. The remainder of pupils are transported in or are residential.
- Risk assessments and high staffing ratios ensure pupil safety outside the classroom
- All policies, guidance and procedures relating to Safeguarding, child protection, security, safety and support including behaviour policies/positive handling and anti-bullying are available on the school website or via the school office.

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

- Staff are trained in the administration of Medication. Community nurses support competency training and regularly update training is available.
- Gastrostomy feeds are managed by the TAs Competencies are regularly reviewed by the nursing team
- The nursing team identify, meet and maintain the core health needs of pupils and complete care plans and health needs assessments for school staff to implement.
- School has access to speech and language, therapy, physiotherapy and occupational therapy. These services are provided by health. Therapists will provide individual therapy, group therapy or therapy programmes dependent upon assessed need. These can be delivered by a therapist, therapy assistant or school staff. School has provided a HLTA to act as support and liaison with the Therapy service

- The Speech and Language therapists provide onsite advice and assessment on feeding and swallowing and communication.
- All therapy staff work closely with school staff and parents to ensure a consistent approach.
- Pupils have onsite access to wheelchair services as appropriate
- Pupils have onsite access to orthotic assessment and provision of suitable aids as appropriate
- All staff are trained in safe moving and handling procedures
- Key staff are trained in Team Teach de-escalation techniques

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 (eg 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

- All children and their families prior to admission are encouraged to have ‘Without Prejudice Visits’ to view the school and gain information.
- If parents have concerns about their child the class teachers are the first point of contact for an education related query. If the first points of contact are unable to answer queries parents are referred to the appropriate senior member of staff.
- Parents and Carers are welcome into school. Appointments are made for specific meetings.
- School seeks parents views and feedback anecdotally, via communication diaries, Dojo through annual questionnaires, annual review parent advices and parents are signpost to the OFSTED parent view website.
- Key staff and parents communicate via the Home/School diary. Parents can meet with teachers by prior arrangement. The Head Teacher will meet with parents preferably by prior arrangement but depending on circumstances may be seen without an appointment
- Parents are kept informed of progress at Annual Review and through the sharing of evaluated and current IEP’s which are sent home termly. We have a ‘Reporting to Parents Day’ in the summer term and Open Evenings in the Autumn and Spring Terms. Key members of staff will also inform parents of progress more informally through the Home/School diary or phone calls.

- Parents are given opportunities to give feedback at Annual Review, through the Home/School diary, at ‘Reporting to Parents Day’ and Open Evenings and through the annual LCC questionnaire.
Half termly parent activities are held in all classes to encourage parents to take part in their child’s education and ask questions to staff.
- We have the Leading Parent Partnership Award which promotes positive relationships with parents
- We have a parents room located in the residential building and parents are encouraged to meet together informally on a regular basis
- .

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

- Pupils are encouraged to express their views through the use of appropriate AAC (Assisted and Augmentative Communication systems)
- All pupils have 'All about me' bags which enable those working with them to have an understanding about their likes/dislikes etc
- All pupils have communication passports which outline important facts about the pupil and are worked on collaboratively by parents, school/residential staff and therapists
- Pupil profiles are completed for all pupils
- School council meetings are once a half term and supported by skilled staff to assist pupils in sharing their views in an appropriate way.
- Parents have the opportunity to discuss their child's education at Annual Review, 'Reporting to Parents Day' and Open afternoons and Evenings. IEP's are shared with parents termly. Parents are able to discuss their child's education at any other time with the class teacher or Head. Parents are encouraged to consolidate their child's learning through the completion of regular homework. □ We have 1 parent Governor on the school Governing body.
- All parents are invited/encouraged to take an active part in school life including being part of the class activity afternoons, sports occasions, school productions and religious festivals
- The school has a comprehensive Home/School agreement in place which is based on staff, pupils and parents working in partnership

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

- If necessary a member of the admin team would assist with the completion of paperwork
- Information for parents regarding school and LCC support, relevant training, newsletters etc are placed on the school website and parents are signposted to them either through Home/School communication books or group call texts.
- All pupils are transported to school by LCC transport or by parents

- 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

- Parents of pupils coming to the school are invited in to meet class staff and pupils. The teacher will then do a home visit
- Where possible/appropriate school staff will visit the pupil at their current school
- New pupils will have a transition period where they visit the class they will be in. These transition days are an important part of the settling in process.
- Pupils who leave us at 19 have had a transition plan as part of the Annual Review process from Year 9. This plan helps to prepare the pupil and their family for the next phase in their lives. Once a place has been secured at an adult college, supported living facility etc school will organise appropriate transition with the pupil visiting the provision and staff from the provision visiting school. School, Therapy and Nursing staff work together on care plans to ensure a smooth transition. School will follow up on the destination of leavers and will contact parents after they have left us to ask 'did we get it right?'
- Advice and support regarding post school provision forms part of the transition plan
- Our pupils and their families are prepared as well as they can be through the curriculum (Life and Independence Skills) with pupils accessing accredited course (Equals Moving On and Asdan)

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

Educational activities which are linked to individual IEP's to ensure that there is a continuous and consistent approach and that each child is recognised as having individual targets and not just part of a group. Weekend trips enable our pupils to be part of the wider community and explore environments that parents may struggle to access, e.g. zoos, circus, sea life centre, museums etc. Pupils host a community cafe, helping to establish positive relationships with the local community.

- All pupils have the opportunity to attend a 2 week holiday club during the summer holidays
- We have very strong inclusive links with local schools. after school clubs for our pupils for which there is no charge. Inclusive links also include our EYFS and Key Stage 1 pupils joining in sessions at the local Primary School (and their pupils joining ours for sessions here.
- All our pupils are very much a part of the local community and these strong links, along with access to evening social groups for our residential pupils, ensure that our pupils have opportunities for social interaction with their peers.
- All pupils have access to some form of activity over the lunch time period depending on their individual need based on the 5 ways to wellbeing. We plan to extend this programme to parents.