



SEN Information Report

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BLEASDALE SCHOOL

SEN Information Report Date 17.01.2022

Name of the Special Educational Needs/Disabilities Coordinator:

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The kinds of SEND we provide for.

Bleasdale school is a residential and day special school for pupils with Profound and Multiple Learning Difficulties, some with associated medical or complex needs.

We take pupils from 2 – 19 years of age and offer either a day or a residential placement.

The school day is from 9.00am until 15.30pm and all our pupils currently have access to transport provided by the Local Authority. Residential pupils have access to activities until 7.00pm Mon-Fri.

We are a 38 week placement school and follow Lancashire Schools holiday patterns. We offer residential education Monday to Friday, term time only.

We also offer all pupils access to extra-curricular activities every Friday evening and on Saturday, where pupils can access the wealth of activities on offer. Pupils will access activities from school and then, if parents wish, they can stay overnight ready to access activities on Saturday. Parents collect their child on Saturday 6.00pm. Activities are planned taking pupils abilities and age into account.

How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?

All Pupils accessing Bleasdale school have an Education Health and Care Plan (EHCP)

Learning is assessed both informally and formally, using teacher assessment, Engagement Scales, B Squared and Routes for Learning.

Every child receives an Annual Review of their education and Teachers devise Individual Education Plans (IEP's) on a termly basis, taking into account the child's individual needs.

Each class consists of a Teacher and a number of Teaching Assistants (the number depending on the needs of the class)

Bleasdale School works in close partnership with parents and with other agencies, including Physiotherapists, Nurses, Occupational Therapists, Speech and Language Therapists and Educational Psychologists.

What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?

Pupils' views are sought through a variety of communication aids. We also have a school council where the pupils are helped to make decisions through experienced staff who know them well.

We encourage all our pupils to be as independent as possible and use choice making in all our activities.

The school holds an annual review of the EHC Plan. If a child is under 5 years of age they will have a six monthly review.

All professionals involved with the child are invited to this review along with parents/carers. The pupil also attends the review and shares a powerpoint presentation, with the help of the class teacher, illustrating areas of progress. The pupil also presents an 'Important to Me Bag' which forms part of the child's communication passport. A video showing the pupil at work is also shared at the review.

Transition reviews form an important part of a child's education. The school ensures that pupils move seamlessly throughout school, by ensuring information is passed on, transition between classes takes place and a member of staff who knows the pupil well moves up with them. Transition Reports are written at the Year 9 review alongside parents and the Transition-coordinator. These are then updated on an annual basis.

What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in – their child's/young people's education?

Parents form an important part of the school. Meetings are held to work closely with parents ensuring all their child's needs can be fully met. The school collects all relevant information and plans a relevant differentiated curriculum for every pupil. Home /School Diaries inform progress on a daily basis and are an effective way of communicating with parents along with phone calls and emails. We are currently setting up a school facebook page to share positive information about our school.

Parents are encouraged to be involved in the setting of IEP targets and in their child's curriculum as a whole. Parent afternoons are offered throughout the year, as well as coffee mornings on a termly basis. There is an annual Reporting to Parents Day as well as termly invites to open evenings.

Bleasdale School takes part in the Lancashire Parent Questionnaire where parents are encouraged to have a voice and comments are acted upon. Residential pupils will have a key worker who is available to talk to parents in the evenings. Residential pupils also have the facility to email or face time parents.

How will the curriculum be matched to my child/young person's needs?

Bleasdale School is committed to a broad, balanced and relevant curriculum for all of the pupils in school.

We offer a Therapeutic sensory curriculum which meets every child's individual need. Pupils are grouped according to age, not ability. Pupils go out from their class to access Rebound Therapy, Sensory Integration, Sensory Circuits, Music Interaction Therapy and Hydro Therapy as appropriate. Classes teach PSHE, PE, Skills for Learning (Sensory Maths, English).

All pupils have individual differentiated targets which are assessed termly. Parents receive IEP's each term and are encouraged to talk to the class teacher regarding any concerns

How accessible is the school environment?

Bleasdale school is totally accessible both in school and within the grounds.

All rooms used by pupils have ceiling tracking and hoists in order to ensure the rooms are all fully accessible for our pupils. The residential facility has 2 lifts to access the upstairs rooms.

The school is surrounded by beautiful grounds which are accessible to all pupils. There are 2 Outdoor classrooms, outdoor musical instruments and a variety of accessible play equipment throughout the grounds. We also have a sunken trampoline in the grounds for easy access for pupils.

We have an all inclusive adventure playground in our residential grounds. Children are now all able to access this provision at break and lunchtimes.

The school's grounds are immense and contain lawns, sunken trampoline and a music trail.

How are the school resources allocated and matched to children/young people's special educational needs and disabilities?

How is the decision made about the type and quantity of support my child/young person receives?

All pupil needs are assessed before they start their placement. Pupils are given a banding from the LA . Any additional resources are discussed at annual reviews or as and when they are required.

Our classes are very staff intensive and have large multi-disciplinary teams within them.

Classes are well staffed according to pupil need and in many cases staff work on a one-one basis with pupils. Classes are kept small (up to 9 pupils)

Parents are actively encouraged to be involved in their child's education throughout the year.

How will both you and I know how my child/young person is doing and how will you help me to support their learning?

Both informal and formal assessment is carried out throughout the year. Parents are involved in the termly setting of IEP's, in annual reviews and through parent evenings. Annual Reports are sent home each year and an explanation of the assessment is given with the report.

Home/School diaries form an important link with home as does the weekly homework activities which are sent home with all pupils.

Parents are encouraged to support learning at home through weekly homework activities and through regular discussions with the class teacher.

What training have the staff supporting children/young people with SEND had or may they have?

What specialist services or expertise are available at or accessed by the school?

Bleasdale School is a Communication Friendly school. We see communication as a very important part of education at every level. We also have 2 staff trained as Communicators

Bleasdale School offers a wealth of training opportunities to staff. All staff are trained in Moving and Handling, Team Teach and dysphagia. They also receive regular Makaton updates. Safeguard and Child Protection training is delivered on an annual basis to all staff.

Staff are also trained in gastrostomy feeding and suction as relevant. We have staff trained in the Administration of Medication.

We have our own Moving and Handling Trainers and our own Team Teach Trainer, which means that training can be delivered in-house as required.

We also buy into the services of a trained Multi-Sensory Impairment teacher (MSI) allowing pupils to receive extra support as required through specifically designed programmes. Staff also access training relevant to the needs of the pupils as these arise.

Bleasdale School does not have a nurse on site but the teaching assistants have all accessed training in the management of medication and on specific pupil needs such as gastrostomy feeding, suction and rescue medication. We also have a named community nurse who we can call on if needed and who also organises training updates for all staff.

We have a Physiotherapist and Occupational Therapist 1 day a week and a Speech and Language Therapist 2 days.

Bleasdale school has its own bespoke Rebound Therapy room. All pupils are able to access regular Rebound Therapy sessions which are run by trained Rebound Therapists.

The school also has its own warm water swimming pool. A trained swimming co-ordinator plans sessions alongside the class teachers. All pupils receive at least 1 pool based session a week.

Rebound Therapy and pool sessions are 2 activities which we know our pupils need and enjoy. They are both activities where freedom of movement is encouraged.

How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

Bleasdale school works very closely with parents/carers on transition to and from school. New admissions are given transition visits before they start and parents/carers are encouraged to attend these. Parents of residential pupils are able to stay over for the first residential night if they so wish, in order to help settle their child into their new setting. Key workers and class teacher provide home visits in order to ensure a smooth transition into school. Transition Reviews begin at Year 9. Parents are given as much information as possible to help them with their child's journey into the next stage of their life. Transition workers are invited to attend these reviews.

How will my child/young person be included in activities outside the classroom, including school trips?

Residential pupils access activities up until 7.00pm. (one activity 4.00-5.00pm then teatime, followed by a second activity 6.00-7.00pm).

Day pupils have access to afterschool activities on a weekly basis. They are also invited to take part in weekend activities once per term.

During the day classes do have the opportunity for educational visits. These are planned in advance and parents are asked to make voluntary contributions. All educational visits are thoroughly risk assessed.

A variety of lunchtime clubs run at lunchtime in school. The school has beautiful grounds which include a sunken trampoline and a bespoke fully accessible activity playground. Pupils are encouraged to access these during lunchtime and breaktimes.

What support will there be for my child/young person's overall well-being?

Residential pupils will be assigned a key worker who liaises closely with the family and ensures information is passed on to other carers.

All staff at Bleasdale school are trained in team teach de-escalation methods and the school has 2x team teach trainers on the staff, ensuring updates are readily available as required.

All staff are trained in safe Moving and Handling techniques, again with 2x trained staff who can offer training and updates at any time.

We also have a Makaton trainer on our staff who delivers courses to staff to help staff understand the level of Makaton required for our pupils.

The school has a School Council made up of pupils from the different classes. Staff support the pupils to take part in decision making using a variety of communication aids as required.

What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?

Bleasdale School has procedures in place to follow in the event of a complaint. The school's complaints policy is available from the school office and is also published on our school website:

www.bleasdaleschool.lancs.sch.uk

Where can I find the contact details of support services for the parents of children/young people with SEND?

Contact details for support services can be requested from our school office.

Tel: 01524 701217

Where can I find information on where the local authority's local offer is published?

Our Local Offer – www.bleasdaleschool.lancs.sch.uk

Lancashire County Councils Local Offer - <http://www.lancashire.gov.uk/send>

