

School/Academy Name and Address	Acorns School	Telephone Number	01772 792681
	Moor Park	Website Address	www.acorns.lancs.sch.uk
	Blackpool Road		
	Preston		
	PR1 6AU		
Does the school specialise in meeting the needs of children with a particular type of SEN?	Yes Acorns is a Generic Learning Difficulty School, meeting the needs of pupils with a range of learning difficulties including severe learning difficulties (SLD) Profound and Multiple Learning Difficulties (PMLD) Autistic Spectrum Difficulties (ASD) and encompassing pupils with additional complex needs.		
What age range of pupils does the school cater for?	2-11		
Name and contact details of your school's SENCO	Head teacher Mrs Gail Beaton 01772 792681 head@acorns.lancs.sch.uk		

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

Please give the URL for the direct link to your school's Local Offer	http://www.acorns.lancs.sch.uk/public/acorns7553.html.nc Also see: www.lancashire.gov.uk/SEND		
Name	Mrs Gail Beaton	Date	30/09/2019

Accessibility and Inclusion

What the school provides

- How accessible is the school environment?

The whole school environment is fully accessible to wheelchair users

There are a number of accessible parking spaces available close to the reception entrance.

The auditory and visual environment has been enhanced to meet the needs of our pupils with oversight and advice from an independent specialist teacher of the Visually and Hearing Impaired

There are 5 accessible changing/toilet facilities within school which include ceiling hoists and height adjustable changing beds

- How accessible is your information?

School has all required policies and guidance in place. These are based closely on LCC model policies and guidance modified to account for individual school circumstances. These can be accessed via the website or alternatively from the school office. We make extensive use of resources such as symbols, pictures and sign graphics to support children's access to resources. 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.

School has a fully responsive website that is updated regularly. School also has a 'closed' Facebook group, twitter and Instagram account for parents and staff to access. These channels of social media are updated daily. School also has group call, which is a text message reminder service. We are able to contact parents as a whole, small groups or as individuals.

School information is made available to parents and families through;

- School Website
- School Prospectus
- School Induction and Welcome Pack
- Talking Tiles and Communication Slips
- Facebook Group
- Instagram
- Twitter
- Emails
- Texting service to parents
- Class Blogs
- Phone Calls
- Home Visits (where appropriate)

- How accessible is the provision?

In school we have:

- Picture symbols are used to structure the school day for classes and individual pupils through the use of visual timetables
- Now and next boards
- Pecs (picture exchange communication system)
- Choice boards using photos, picture symbols and the use of displayed signs are made available at snack times
- Height adjustable tables are used in various teaching areas.
- Floor accessible interactive screens
- Interactive whiteboards in each classroom
- Interactive floor in the sensory room
- Ancillary communication aids, including talking tiles are available dependent on individual need
- We make use of the latest technology to present information in the most accessible form for each individual.
- We are able to offer information in braille if necessary
- We employ bilingual teaching assistants to talk to parents who have English as an additional language.
- We make direct phone calls to some parents for whom reading presents a challenge
- We have a fully accessible curriculum, for instance we may use the medium of role play to teach an aspect of history

All adaptations are made in liaison with health professionals e.g. physiotherapists and Occupational therapists.

In addition, our school website has the translate option for numerous languages and we also communicate with parents/carers via telephone, text, social media or face to face contact.

Teaching and Learning

Reviewing and Evaluating Outcomes

What the school provides

- What arrangements do you have to identify and assess children with SEN?

Pupils with either a statement or an EHCP are admitted to Acorns. The Local Authority assessment criteria determines the 'banding' of individual pupils 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. All pupils have an IEP (Individual Education Plan) which forms a large part of the teaching focus as does a highly differentiated national curriculum. An annual review is held for pupils in KEY Stage 1 and 2. Bi Annual reviews are held for pupils in nursery below

the age of 5. Parents and therapists are invited to attend the review, these are child friendly, person centred meetings held to celebrate achievement and plan for the year ahead and discuss any issues that arise.

- What arrangements are in place for children with additional SEN support needs?

The principle additional resource we offer is our specialist trained and highly motivated staff offering a maximum ratio of 1:2:5 adults to children in all classes. The school provides a total communication environment including visual timetables using techniques ranging from objects of reference to photos, pictures and sign/symbol communication. Class teams work together to discuss progress and highlight next steps for our pupils. Activities are planned to be engaging and to motivate each pupil. Success is celebrated and shared in a variety of ways in the classroom, throughout school and via home/school diaries. A specialist VI/HI teacher is contracted to come in to school to formulate teaching plans and undertake assessments with a selected group of pupils. NHS Occupational Therapists and Physiotherapists come in to school to offer advice and develop programmes which are delivered in the main by Acorns staff. A speech and language therapist comes into school to work with and undertake assessments with selected pupils who have been referred to the service.

- 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)

A highly differentiated primary curriculum is followed across the key stages. (More information can be found on the schools website or via the school's prospectus available from the school office). Those pupils who present with the most complex profound and multiple special educational needs are offered a multi - sensory experiential based curriculum model. A wide range SEN and disability and awareness training is available to all staff, there is a rolling programme of updates on subjects including: safeguarding of SEN children, additional communication needs, safe moving and handling and meeting the medical needs of the pupils.

The majority of staff have specialisms or expertise in SEN and disability providing them with the ability to create accurate risk assessments, management programmes for pupils with physical /medical needs. In addition to this, 3 of are staff team are senior practitioners in education and offer advice and training to students from the Preston Schools Teaching Alliance. Staff can also deliver the day to day services required for the management of specific medical conditions or Positive Handling Plans. Reporting progress takes place formally at annual review, at parents meetings and via an annual report at the end of the school year. All parents have the option of receiving a daily communication slip which outlines how their child has been in school in regard to what they have eaten, toileting and their general health. Parents can also purchase talking tiles, these are recording devices that parents and teachers can use to record and send voice messages to each other every day. Parents are invited to achievement assemblies and termly reward assemblies.

- What ongoing support and development is in place for staff supporting children and young people with SEN?

Annual individual pupil assessment of progress is measured using BSquared and EFL. This is underpinned by a range of teacher based assessments, techniques, strategies and models aimed at differing levels of ability to give a 'rounded' picture of the pupil.

Specialist and experienced staff are skilled in providing quality classroom support and work collaboratively with;

- Staff with specialisms, for e.g. sensory profiling, behaviour and early years.
- Physiotherapists
- Occupational therapists
- Speech and language therapists
- Medical professionals
- Orthoptist
- Specialist teachers in visual/hearing/multi-sensory impairments
- Volunteers, e.g. Donkeys as Therapy, Pets as Therapy Dog, trainee professionals

Staff training for the whole school includes;

- Child Protection and Safeguarding
- First Aid training
- Moving and Handling training
- Team Teach training
- Safeguarding
- Medicines in School Training

Staff specialisms/expertise in SEN include;

- Sensory Profiling and sensory integration
- Challenging Behaviour (SPE – Specialist Practitioner in Education)
- ASD (SPE – Specialist Practitioner in Education)
- Team Teach Intermediate Tutors
- Moving and Handling Trainers
- Individual staff members are trained in changing mic-key buttons, stoma care and tracheostomy

- 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?

Acorns School provides qualified experienced staff that have expertise in working closely with young people who present a wide range of learning difficulties and disabilities. Each class group's learning is planned by a teacher and supported/delivered by an appropriate number of teaching assistants reflecting the individual needs and abilities of the group.

Some groups of pupils take part in activities specific to their need e.g. trampolining, splash therapy, sensory drama, challenge groups. These groups are appropriately resourced. Staff receive specialist training. Acorns has its own mini bus transport. We have a high staff pupil ratio. Curricular areas are adequately resourced and monitored.

All staff undergo regular training and professional development both internally and externally to continually enhance their skills and update their awareness and knowledge e.g. safeguarding, Positive Handling, manual handling, specialist

approaches to education & paediatric first aid where appropriate. During full staff meetings staff listen to mini briefings to be kept aware of latest developments in education and safeguarding. Some training occurs online as part of class team development.

All staff go through an appraisal process, where individual training and support needs are identified. Staff meet termly to ensure the processes is successful and continues to meet both the staff and school needs.

Keeping Children Safe

What the school provides

- How and when will risk assessments be done? Who will carry out risk assessments?

The school has in place 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, 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 and families wherever appropriate. They are reviewed within an appropriate timescale.

- 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?

The school has two transport drop off and collection points, there is a plan that highlights where minibuses, taxis, the escorts and parents should drop off and collect pupils at the start and end of the day. School staff deliver individuals at the end of the day to the escort from the dispersal arrangements in the hall. At the beginning of the day, if a pupil is able, they are encouraged to find their way to the class accompanied by the escort or parent as part of developing independence skills. It is expected that passenger escorts and parents will remain with children until school starts at 8.55am.

- What support is offered during breaks and lunchtimes?

Teaching assistants who work closely with pupils offer support at break times and at lunchtime playtime with many staff leading activities. There are 5 external play areas and a designated inside area for pupils to congregate and play. The children are grouped according to age, choice of activity or peers and friends. Some support staff are designated to lead and continually develop our outside play and well-being. As well as staff support, identified pupils work as 'playground buddies'. These pupils have been individually chosen by the school council for their individual skills with their peers. The buddies are easily identifiable by their yellow high-visibility jackets.

- 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?

All appropriate risk assessments are done by either medical or class staff to ensure the safety of children when engaged in activities either based at Acorns or in the wider community. Staff are made aware of the written risk assessment and have responsibility for individuals whilst undertaking out of school activities. This is assessed after the activity and incidents are recorded and EVC (educational visit coordinators) are notified. Residential visits and outdoor and adventurous activities are risk assessed using EVOLVE and the LEA are notified.

All the details of external visits are recorded and kept centrally to enable them to be shared with governors.

- Where can parents find details of policies on anti-bullying?

All policies, guidance and procedures relating to Safeguarding, child protection, security, safety and support including positive handling and anti-bullying are available to families on the school website or from the school office.

Health (including Emotional Health and Wellbeing)

What the school provides

- How do you manage safe keeping and administration of medication
Safe keeping and administration of medication is monitored by medical colleagues (e.g. Expiry date / correct name of the child on the prescription/ receipt in school of new medicines). The day to day administration of the medicines is by either, the responsibility of trained class staff or Jo, our NHS school nurse. Protocols and procedures are in place to check the correct administration of medicines.

Short break (Respite) medication is kept securely in pupil's bags (sealed by the family) on the day of travel to & from the Short break venue.

- How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?

The family and Headteacher are consulted by nursing colleagues to draw up a very detailed medical care plan. Clinical colleagues ensure that all relevant staff are aware of the plan and are trained in the application of medical procedures or administration of all medicines. The care plans are signed off by the nurse on site, parents and Headteacher and these details are shared with class staff. These are reviewed annually or as when required if there are any changes to condition or medication etc.

- What would the school do in the case of a medical emergency

In the case of a medical emergency class staff will seek medical support from the special school nurse or class staff will call a paramedic via 999 depending on the individual circumstances. Similarly, if no nurse was available school staff would refer to the care plan. If necessary, an ambulance would be called and members of staff

would accompany the pupil. Parents would be informed at the earliest opportunity. An Emergency Care Plan reference list is displayed in every classroom and in the offices of the senior management team.

- How do you ensure that staff are trained/qualified to deal with a child's particular needs?

The nursing/therapy teams deliver focussed training direct to staff to support pupils with specific medical needs or feeding needs. It is competency based training with individual staff being signed off by the nursing/therapy team when they are deemed competent to support a particular aspect of medical/health need.

- Which health or therapy services can children access on school premises?

School has access to speech and language therapy, physiotherapy and occupational therapy. These services are provided by the local health care service. The priorities of children are determined by referral, and on an individual case by case basis. Provision in school is based upon need and caseload. 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. The school also acts as a central site for paediatric consultant clinics.

School promotes good standards of mental, emotional and physical wellbeing ensuring that our pupils are safe and are able to prompt others to look after his/her wellbeing.

Our pupils achieve appropriately targeted milestones and are being enabled to apply functional skills, knowledge and understanding to achieve meaningful outcomes and participate in society.

Communication with Parents

What the school provides

- How do you ensure that parents know "who's who" and who they can contact if they have concerns about their child/young person? ...

The School Prospectus is given to all families when they make a without prejudice visit, it contains staff responsibilities and the contact details of the Headteacher. The prospectus is also available on the school website. 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 them. Parents are also invited in to school to meet new class teams during the 1st half term of the academic year.

- How do you keep parents updated with their child/young person's progress?

For the majority of pupils there is a talking tile which provides parents with information on achievements, questions that have been asked and upcoming events. For the very

few fully independent pupils, part of their IEP will include accurate and reliable transfer of information to family (although backup phone calls will be made in many instances). There is also a termly Topic news sheet that is published on the school website as well as a weekly class blog which keep families up to date with what each class has been doing throughout the week.

A summary of the progress each child makes each year is sent home at the end of the summer term. Translation / Interpretation is offered for pupils and families with Urdu, Gujarati or Polish as their principle language.

- **Do you offer Open Days?**

All prospective families are offered an individual without prejudice visit to school often accompanied by SENDIASS (previously known as parent partnership) or a member of staff from their current setting. The visit will always be conducted by a member of the Senior Leadership Team. All September admissions will have had transition visits in the term before the Summer holiday to become familiar with staff, other peers and their environment. Those joining mid-year are also offered the opportunity for transition visits if appropriate to aid the transition process from one school to another. Acorns runs parents events to which all prospective families are also welcome.

- **How can parents give feedback to the school?**

An annual parental questionnaire is sent out with the invitation to the statement review, a summary of which is presented in a report to the Governors of the school. Acorns School also seeks parents' views and feedback anecdotally, via talking tiles, annual review parent advices and signposting to the OFSTED parent view website. Parents are also encouraged to offer feedback following parent's events.

Working Together

What the school provides

- **What opportunities do you offer for children to have their say?**

We have a school council that meets every half term with an elected representative from every class and is facilitated by the PSHE coordinator. Pupils often complete questionnaires about various aspects of school life the outcomes of which are incorporated into the School Improvement Plan. Pupils actively participate in the annual review process with over 95% attending the review meeting. At this meeting pupils are asked what would improve their experiences at school. School also celebrates the annual pupil voice week.

- **What opportunities are there for parents to have their say about their child's education?**

Annual parental questionnaire that is sent out with the invitation to the statement review a summary of which is presented annually to the Governors of the school. The school recognises the value of partnership with families and the supportive role the

school can provide to improve the social inclusion and quality of life experienced by its pupils and their families.

- What opportunities are there for parents to get involved in the life of the school or become school governors?

Parents hold 30% of the places on the Governing Body of the school, when parent Governor posts become vacant, they are always advertised in the school newsletter seeking expressions of interest, an election would be organised if there are more nominations than posts available. Parent Governors have acted as volunteers in school for aspects of work or to support activities. Regular training sessions are offered in school to all families (E.g. CAMHS “Riding the Rapids” Course / Makaton Practice sessions, massage to reduce anxiety).

Regular events are held in school, with invites open to parents, carers and friends of Acorns primary school. Parents are offered the opportunity to give feedback after such events, via a simple voting system.

Our Early Years department offers ‘stay and play’ sessions for new parents of early years pupils.

- 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)

The Governing body involves professionals of the Local Authority teams from Finance, Catering and Buildings to produce reports to support its strategic development of Acorns. School works very closely with all other partners and professionals from across all agencies linked to SEN, health, social care, police, voluntary organisations etc. in order to support an individual student as required.

- How do home/school contracts/agreements support children with SEN and their families?

There is a home school agreement in place indicating parental contact details including emergency contact details, their wishes with regard publicity including photographs, participation in health-related surveys etc. This agreement is reviewed annually.

What help and support is available for the family?

What the school provides

- What information, advice and guidance can parents access through the school?

All families are encouraged to contact class staff through talking tiles or telephone to gain information / guidance/ resolve any puzzles as soon as they occur. Families will be directed towards more specific information from other services if appropriate. Help with completing forms and paperwork is offered to families by class staff or the most appropriate member of staff. Class staff in school are responsible for information advice and guidance, however all senior staff are able to offer information and

Guidance to parents and young people throughout their time in school, in particular at times of transition.

- How does the school help parents with travel plans to get their child to and from school?

Lancashire County Council will determine via their transport policy whether a pupil is entitled to home school transport. School has a staff member with responsibility for transport liaison and they can offer or signpost support and advice to parents/carers and family.

School offer to support the completion the required forms to ensure the best possible outcome.

Transition to Secondary School

What the school provides

- What support does the school offer around transition? (e.g. visits to the secondary school, buddying)

All our partner secondary schools are invited to attend Year 6 reviews, to make transition visits to see the pupil in school and to discuss the support they will need in the term before they leave. For our most subscribed secondary school partner there are joint transition reviews, shared classroom visits, joint projects with the existing YR7 pupils and a parental open evening.

We encourage our pupils to be self-determining and encourage them to live as independently as possible

Extra Curricular Activities

What the school provides

- Do you offer school holiday and/or before and after school provision? If yes, please give details.

Acorns currently offers to all its pupils irrespective of level of need or challenging behaviour: a five-day Summer School during the first week of the holiday and an After-School Club one evening every week until 5:15pm. The cost for the after-school club is £3 per week and the summer school is approximately £20 per day. More details can be found in the Newsletter on the website.

- What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?

Every day there is a range of lunchtime activities, for example, bikes, go karts and small world play. Also on Friday afternoons there is a very wide range of activities

during our “Golden Time”. The activities are run on a termly rota, each class will do one activity for a full half term and then change for the following half term. There are no parental contributions required for these activities.

- How do you make sure clubs, activities and residential trips are inclusive?

The clubs and activities are fully inclusive; staffing is matched to the needs of the pupils who are attending. We aim to run at least one residential experience each year and these have ranged from fully inclusive activity holidays in Cumbria for the most complex needs children to LCC Outdoor Education Centres. We have a very well established link with Stonyhurst College that offers a one week residential experience to pupils at the college in the summer. Very regular trips take place out of school across the whole school year for all pupils e.g. farm visits, horticultural centres, museums, theatres, cinemas, art galleries, local shops and other venues directly related to the pupils learning.

- How do you help children to make friends?

For many through a range of informal groupings such as transport groups, Tuesday after school club and Summer Play scheme. In the past, for some families, school has acted as a “Play Date” go between allowing families to safely exchange contact details to facilitate informal out of school exchange activities. Our pupils are encouraged to lead a fulfilled life, enjoy friendships, behave appropriately conducting him/her -self as a good citizen and interact positively.