Title:	**SEN Information Report**
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Author / Role	Miss K Wells – Deputy Headteacher
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EQUALITY AND DIVERSITY STATEMENT

Astley Park School is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics, and all will be treated with dignity and respect.

POLICY REVIEW

To ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please contact the author of the policy.

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 opportunity to learn, 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 Chorley, 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. 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 Education Health & Care 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 Leadership and Management Team review the School Improvement Plan with support from the wider staff team 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 enrolled at Astley Park a range of baseline assessments are carried out and Aspirational Learning Intentions (ALIs) are set for the child and

the child is placed onto the most appropriate learning pathway. A child's ALIs focus on outcomes derived from the pupils' EHC plan and careful assessment of needs using a range of tools including but not exclusive to: BSquared Assessment Tool, PIECES play assessment, Sandwell Assessment, Salford Reading Assessment. These plans and outcomes build upon prior skills, knowledge and achievements and outline the strategies which will assist them to learn and make progress. We also utilise the engagement scale to promote pupil engagement across their individualised curriculum. These ALI's underpin every child's curriculum and are tracked using Evidence for Learning and the assessment tool 'MAPP' (Mapping and Assessing Personal Progress).

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 ALIs; Individual Programmes; the on-going assessment and evaluation of pupil progress; and through whole school analysis.

Every twelve months a pupil's Education, Health and Care Plan 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 meetings are held either on site or remotely via Microsoft Teams and give parents/carers the opportunity to discuss their child's progress and whether any changes of approach, outcomes or provision are necessary. Recommendations can then be made to Local 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 emailed 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 Educational Outcomes. These professionals include; Specialist Teacher reports, 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 needs. At Astley Park children are able to learn in a positive, nurturing and 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 need;

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 where appropriate, and the pupils' individual personal, social, emotional, communication, medical, sensory and physical development needs. Staff take account of the children's ALIs 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 Makaton; photographs; symbols; objects of reference; communication profiles; pictorial timetables; Picture Exchange Communication System (PECS); and a range of communication aids. The school has also implemented a range of ICT equipment/resources and iPad apps to assist with the development of communication and ICT skills, including iPads, laptops, touch screens and interactive whiteboards in each classroom.

(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 currently buys in additional SALT support through SHINE 1 day per week. The school has also employed a HLTA communication specialist to enhance develop communication skills, communication programmes and the use of high and low-tech communication

aids and appropriate equipment for all pupils. The use of Makaton is used throughout school and forms part of a total communication approach. All teachers have completed the ELKLAN Level 3 qualification to support a range of Speech, language and Communication needs.

SENSORY PROCESSING: The school has established a multi-sensory learning studio and sensory integration room which has appropriate resources for pupils with sensory processing needs. We employ the services of a specialist Sensory Integration Occupational Therapist for one day a week, who assesses pupils and supports staff to deliver a range of individual sensory diets to children throughout the school week.

Nurture for learning: The school has a pupil support lead who is responsible for identifying and/ or delivering intervention programmes to support pupils experiencing social emotional and mental health needs. We also have several staff trained as mental health first aiders to enable us to appropriately meet the complex needs of this group of children. Their personalised curriculum can also be centred on the social and emotional aspects of learning and is individualised to suit the needs of each child.

SEND outreach/in reach: The school is currently developing a programme of outreach and in reach to support our mainstream colleagues in meeting the complex needs of their SEN pupils.

Family Support:
The school has a full-time parent/ carer support lead who offers highly effective support to all parents and carers. They ensure positive engagement and interaction with our parents and carers and helps to develop a collaborative partnership between home and school enabling 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, nurturing and caring environment for its pupils. At Astley Park all staff recognise 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. We are currently in the process of rolling out Zones of Regulation programme across school to support pupils to develop and understanding of their emotions and to develop the skills required to support with their emotional regulation.

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 SEND Team, HI and VI Services, 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.

The school's policies on PSHE, RSE, 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.

For children who require medication / tube feeding to be administered at school, the specialist agencies will work in partnership with parents, to draw up and

agree medical protocols and care plans and specialist training will be delivered. The Headteacher, Class Teacher and Teaching Assistants also sign and agree these. The plans and protocols are regularly monitored and updated, by the school nurse and parents, as required. All staff are trained to assist with the day to day management of a child's medical needs. Please refer to our medicines in school policy for further information.

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 and additional support staff are qualified as intermediate team teach tutors. All staff are trained in Team Teach. One member of staff is identified as our Moving and Handling lead in school delivering training in Moving and Handling principles and techniques and supporting writing plans and completing risk assessments as appropriate. The school has 2 qualified Makaton Tutors and staff are ELKLAN trained to support communication progress.

   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 – (Makaton, PECS, AAC, Intensive Interaction, Talking tools etc.), Team Teach (Behaviour Support); Midas Training (minibus 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; THRIVE Programme; Swimming; Moving and Handling; Equipment training; Physical Development training; Attention Autism; 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 a hygiene suite 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 Makaton, 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 self contained 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 people carriers and 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.

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 and Sensory Integration Room.
The school has extensive outdoor play areas that include a cycle track and sensory resources with 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 member of the school staff team will endeavour to visit each child in their current setting and attend any annual review meetings they are invited to. Each child is invited to take part in transition

visits, to assist them with their transfer into their new school. A 'new parents welcome afternoon' is also hosted to share further information about the school and to give the opportunity to ask any questions. 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. Our school website also provides a wealth of information to support the transition process including social stories and a guide to the use of the website.

The school provides a range of helpful, regular information letters for parents, including a Headteacher's letter every fortnight. This letter 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 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 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 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 their child is doing in school, the progress that is being made and also allows them to contribute to the outcomes 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.

Parents are encouraged to attend coffee mornings and special events during the school calendar, such as our Christmas Concerts, 'share in our learning', Summer Fair and awards assemblies. We also run family sessions throughout the year as an opportunity to meet other parents in the school.

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 out 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. As part of their role they may also be called upon to support the interview process of new staff members.

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.**

   The work of the school is supported by the services of a multi-disciplinary team with includes a physiotherapist, two speech therapists, a school counsellor, an occupational therapist, a specialist OT for sensory integration, 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: -

Title	Name
NHS Speech Therapist	Mirren Scotland
Specialist SALT	Karen Brereton
Specialist SALT	Chloe Ireland
Specialist OT	Erica Kennedy
VI/ HI Specialist	Anne Manley

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 with either the Headteacher or another member of the Leadership and Management Team via our half termly open evenings. 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**. 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.
https://www.astleypark.lancs.sch.uk/school-info/local-offer

Karen Wells

Deputy Headteacher

May 2026