



## **SEN and Disability**

### **Local Offer: All age Special Schools**

Name of School: Kirkham Pear Tree

School Number: 04133

## Guidance for Completion

This template is designed to help you to pull together information so that parents of children with Special Educational Needs or Disabilities (SEND) know what support they can expect if their child attends your school/academy.

The SEND Reforms will place a statutory requirement on schools from September 2014 to make information available to parents about how the school supports children and young people with SEN. This information will form the main basis for the school's Local Offer, which has to be published on the school's website. Your website must include the name and contact details of your SENCO and a link to the Local Authority's Local Offer when it becomes available.

The questions in the template are intended as prompts and reflect key issues that parents have told us they would like to know about when deciding which school could best meet their child's needs. You may also wish to consult with your own pupils' parents about what to include in your Local Offer.

In developing your school Local Offer you should be mindful that there is a requirement for a feedback facility to be available as part of the Local Offer and for responses to be given to feedback received.

Please provide a copy of your completed template along with the following completed information by email to [IDSS.SENDDReforms@lancashire.gov.uk](mailto:IDSS.SENDDReforms@lancashire.gov.uk)

When saving your local offer please use the following format:

LO-SCHOOLNAME-SCHOOLNUMBER

Eg LO-LEAFYVILLAGESCHOOL-01100

<b>School/Academy Name and Address</b>	<b>Pear Tree Specialist School</b>		<b>Telephone Number</b>	<b>01772 683609</b>
			<b>Website Address</b>	<b>www.peartree.lancs.sch.uk</b>
<b>Does the school specialise in meeting the needs of children with a particular type of SEN?</b>	<b>No</b>	<b>Yes</b>	<b>If yes, please give details:</b> <b>Severe learning difficulties and profound and multiple learning difficulties</b> <b>Autism, complex needs and challenging behaviour</b>	
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<b>What age range of pupils does the school cater for?</b>	<b>2-19</b>			
<b>Name and contact details</b>	<b>Kate Walker</b>			

<b>of your school's SENCO</b>	<b>Pear tree Specialist school, Station Road, Kirkham PR4 2HA 01772 683609</b>
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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.

<b>Name of Person/Job Title</b>	<b>Rebecca Warnock Deputy Headteacher</b>		
<b>Contact telephone number</b>	<b>01772 683609</b>	<b>Email</b>	<b>rwarnock@peartree.lancs.sch.uk</b>

## 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.

<b>Name</b>	<b>Rebecca Warnock</b>	<b>Date</b>	<b>Summer Term 2021</b>
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### 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**

- As a school for children and young people with severe and profound and multiple learning difficulties, we are fully accessible and inclusive for all. Disabled parking spaces are allocated at the front of school and round the back of school, outside the Compass Centre. Currently our school comprises of 4 separate buildings, each one being a single story and consideration has been taken into making the environment as accessible as possible to children, young people and service users with mobility difficulties, enabling them to access the environment as independently as possible. Disabled toilets are available and the main bathroom, changing areas and swimming pool area have appropriate hoist facilities to enable safe, dignified and appropriate transfers. All classrooms have ceiling hoists to enable postural management programmes to run smoothly alongside education. Children and young people are assessed by the Physiotherapy and Occupational Therapy teams to ensure all children and young people have appropriate equipment to access education.
- Information is readily made available to our whole school community via the school website and Facebook, newsletters, fliers, phone calls and face to face meetings and consideration is always given to individual family needs when sharing information e.g families for whom English is an additional language.
- As a Total Communication School, information is provided to children and young people in a range of ways and at an individual level through, for example, objects of reference, signing, photographs, symbols, posters, letters and verbal communication.
- Our whole school environment has been set up to ensure all children can be as independent as possible throughout the school day. A robust daily routine and Total Communication environment embedded throughout classes ensures all children and young people are supported to understand what is happening now and what will happen next. A range of strategies and resources are used to support children's access to resources and learning and each individual child/young person's level of need is considered when planning for the curriculum and daily routines.
- A range of specialised equipment is available throughout school. Following multi-agency assessments, seating/standing frames/ postural management equipment/assistive technology/Augmented or Alternative Communication aids, personalised timetables are prescribed for individual children and class staff trained in appropriate use to aid learning and access to education.
- As an outstanding school, we are constantly reviewing our provision to ensure we are fully meeting the individual and ever changing needs of our whole school community, ensuring that we continue to achieve the very best we can in everything we do.

## 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?
- What arrangements are in place to ensure that support is maintained in "off site provision"?
- What work experience opportunities 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

- As a special school, all of our children and young people have been identified as having special educational needs and therefore currently have an Education Health and Care Plan (EHCP). Prior to starting school, a robust, multi-agency induction procedure is undertaken to ensure a smooth transition into school. PIVATS, BSquared, Routes for Learning, The engagement Model, EYFS development matters and Boxhall Profile are used as assessment tools to baseline, track and target set pupil progress to ensure the curriculum we provide is enabling all children and young people to achieve the very best they can in everything they do.
- All classes have a high staffing ratio to ensure that we can provide a bespoke and highly personalised programme of learning that enables the educational, care and health needs of each child and young person to be fully met throughout the day.
- Personalised timetables with an emphasis on sensory processing/diets are a strength of the school. Provision for sensory diets is overseen by our Lead Practitioner and personalised timetables established and delivered by class staff. Impact on behaviour for learning is closely monitored. Sensory Integration Practitioners are employed by school on an advisory level.
- Our motto that "We will never do for a child what he/she has the chance of doing for him/herself" is embedded throughout daily school life and all staff embrace this. Independence is promoted and high expectations are expected of all children and young people. Key learning skills are in place for all children and young people and these have a specific PSHEE and independence focus. Clearly differentiated lesson planning and independent lesson targets for all facilities access to the curriculum and ensures all pupils achieve their potential.
- As an Outstanding school, we are committed to ensuring our whole school team are provided with relevant CPD opportunities and training throughout the school year. Annual Professional Development Reviews provide staff with the opportunity to identify professional targets for the coming year. We have a comprehensive in-house training programme on statutory and additional elements e.g. Moving and Handling, Safeguarding, Team Teach. In addition external training is provided where appropriate.

- We strongly value our partnership with parents and were one of the first schools in Lancashire to receive the Leading Parent Partnership Award. Progress and achievement are celebrated and bring pride to staff, pupils and families. We actively encourage parental engagement in children and young people's learning and parents are kept well informed about their child's progress through daily diaries, phone calls, home visits, IEPs, Annual Reviews, Evidence for learning, Annual reports, parents evenings, open days, celebration assemblies and informal day to day conversations, the school Facebook page and website.
- Inclusion is a big part of Pear Tree and alongside our in-school inclusion, we also provide inclusive opportunities for our pupils in local mainstream primary and secondary schools. Inclusion is organised on an individual level and is supported by a member of Pear Tree staff.
- Within our 14-19 department, we work to provide many independent learning opportunities and have successful links with other colleges and local employers. Through their personalised timetables, students are offered options from a wide range of vocational courses, some of which is run in conjunction with local colleges and tutors. Bespoke packages are created for these courses through careful communication between Pear Tree staff and the course tutors. The same high level of support is available for those students who require it when completing these courses.
- Work placements are organised on an individual basis and take place either within the school environment or within local businesses. Support is provided dependent on need and some students will access their work placements by travelling independently.
- Our provision map clearly shows each pupil's access to additional interventions and evaluates the impact of these on the quality of teaching and learning. Additional premium funding is mapped to ensure effective deployment of funds and resources.
- Highly personalised bespoke timetables are carefully planned for and implemented to ensure access to the curriculum for all pupils.
- Sensory process practitioners are employed to support the development of sensory diets across the school provision to support learners to regulate their behaviour and better access learning opportunities.
- Within our Compass Centre, a personalised and bespoke curriculum is offered centred around communication, emotional regulation, sensory regulation, social interaction, behaviour for learning, functional skills.

## Reviewing and Evaluating Outcomes

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

- Every child in school has an Annual review and for children under the age of 5, these take place every 6 months. The parents, class teacher and a senior leader attend these reviews as standard and health professionals are invited to attend and/or submit a report if appropriate. A medical assessment is undertaken by the Community Paediatrician prior to the annual review and a report submitted. At each review meeting, consideration is given if amendments are required to the current provision.
- If a child or young person's needs change dramatically, an early review can be called to review the appropriateness of the provision.
- Within the Compass Centre in addition to the Annual Review, termly informal meetings are held with parents to review provision and progress.

- Evidence for Learning is used to capture and monitor progress across the curriculum and towards the outcomes of the EHCP. This app is used to share progress with parents at home.
- As an Outstanding school, we are constantly reviewing, assessing and evaluating pupil progress and the effectiveness of our provision on this. Where there is a concern that a child or young person is not achieving expected progress, targeted interventions are quickly identified and put into place.

### **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**

- We have comprehensive risk assessments in place throughout school relating to specific areas of school (e.g. swimming pool, playground), the curriculum (e.g. science PE), activities and educational visits. These risk assessments are undertaken by many different staff and approved by senior leaders and the EVC co-ordinators (school trips).
- Individual risk assessments are completed for some children with complex medical/health care needs, challenging behaviour and those young people who are travelling to school independently. These are completed by relevant professionals and senior leaders. Where a risk is identified, senior leaders and health professionals work to ensure the identified risk is low.
- All pupils in school have a positive handling plan that identifies any behaviours that may be a concern/risk ensuring that a consistent approach is adopted by all staff to manage the behaviour and keep the child/young person and their peers and staff safe.
- Every child has a care plan in place which identifies any issues around eating, moving and handling, care needs and any specific safety needs when travelling. This ensures a consistent approach by all staff to safeguarding a pupil.
- The majority of our pupils travel to and from school on County transport and the Local Authority undertakes risk assessments for each individual pupil travelling on home/school transport. Pupils are supported off the transport and into school by education staff and escorts and are taken to the buses at the end of the day by education staff and escorts.
- Some parents bring their child/young person to school themselves. Parking is extremely limited outside school so handover takes place at the school office.
- All children are supervised at break and lunch times by teaching assistants and welfare assistants. Risk assessments, positive handling plans and care plans are adhered to at all times.
- The Anti-bullying policy and policies relating to this can be requested from 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

- Our school has a part time school nurse and full time Health Care assistant on site.
- Prior to starting school, a health care needs assessment is carried out by our school nursing team and following this an individual care plan is drawn up and shared with relevant professionals. Where appropriate, educational staff are trained by the school nurse to manage the health/medical/care needs of individual pupils. Any staff trained in specific procedures by the school nurse (e.g. tube feeding, tracheotomy care, rescue medication) has their training dated and recorded. Care plans are reviewed annually as standard and updated immediately in light of any changes.
- Routine medication if possible must be given at home. Where this is not possible, class staff can be trained by the school nursing team to administer medication. Robust policy and procedures are in place to ensure safety.
- Relevant education staff are trained to manage a child's medical needs and in the event of an emergency, can administer rescue medication.
- During educational visits, care plans and any medication are signed for and taken off site by a designated member of the class team and any medication administered on the visit is recorded and countersigned. In the event of a medical emergency, the care plan is followed, base contact informed and ambulance called if required.
- Parents can access the following therapy services on site: OT, physio, SaLT, school nurse.

## 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

- We strongly value our partnership with parents and were one of the first schools in Lancashire to receive the Leading Parent Partnership Award. Prior to starting school and at the start of each school year, a home visit is offered to all families to strengthen the home-school link. Home visits are offered regularly throughout the year and parents know that they can request a home visit.

- When starting a new class, parents receive details and photographs of all class staff and are informed of who to contact in the case of any problems or concerns. Our Early Years class operates a key worker system and parents are aware of who this is and their role.
- We operate an open door policy and actively encourage parental involvement. Each pupil has a home school diary which provides a two way communication system. Staff also make regular phone calls to parents and are on hand at the end of the day to speak to parents. In addition to the diary, each class has a blog that is updated at least once a week with information, examples of pupil's work and pictures. Parents are encouraged to make comments on the school blog.
- Parents are kept regularly informed on their child's progress through Evidence for Learning, Annual Review meetings, Parents Evening, Open Evening, and through informal discussions/letters/celebration certificates. Therapists are available to make appointments to discuss a child's progress.
- Throughout the year, theme days are held and parental involvement is actively encouraged.
- Our Parent Support Advisor is available to support all pupils and families from year 9 onwards with transition.
- An open day is held in the summer term.
- Parent views are extremely important to us and parents are encouraged to bring any concerns to the school's attention immediately so we can work together to resolve them. Parents are able to give formal feedback as part of the Annual Review process and as part of the Lancashire Parental Questionnaire.
- Family Worker has been employed by school to provide effective and timely early intervention to those families who need it.
- Our school Facebook page has proved popular with parents to keep them informed and up to date with school events.

### **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**

- Our school has a School Council that meets regularly throughout the term. These pupil representatives have the opportunity to influence specific elements of school life e.g. playground activities, fundraising events and recently, the appointment of our Deputy Headteacher.
- In addition to the School Council, we also have Head pupils who are ambassadors for our school.
- Pupil voice is important to us and pupils are asked for feedback on curriculum initiatives and how provision can be improved.
- Parents are actively encouraged to get involved in the life of the school and are regularly invited to take part in curriculum activities/theme days/performances etc. Parents are provided with opportunities to become part of the Governing Body and their involvement and commitment to this is extremely valued.

- The Governing Body ensures that other agencies are involved in meeting the needs of pupils with SEN and supporting their families through reviewing policies and checking that other agencies have been involved, critically evaluating the effectiveness of the School Improvement Plan and ensuring the whole school embraces the ethos of a multi-agency approach to outstanding school provision.
- Each family signs a Home School Agreement prior to their child starting school which details clear information about roles and responsibilities on both the school and parent's part.
- Family Worker supports families through CAF/TAF and early intervention and ensures that the child's voice is heard throughout this process.

### **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**

- Some families need extra help with form filling and this can be requested from the class teacher who will endeavour to support parents or refer them to another school professional.
- Advice and guidance to parents can be offered on an individual level from education staff and health professionals. Parents can request additional support or advice during the Annual Review and also at anytime throughout the year. Parents know to speak to the class teacher regarding any concerns and the class teacher will refer these to senior leaders or relevant professionals if necessary. As an outstanding school, we recognise that parents and school need to work in close partnership to ensure that our children and young people can achieve their true potential and so we are pro-active in providing support and advice when necessary.
- Family Worker can provide group or individual targeted support for families.
- The majority of our pupils travel to and from school on County transport and the Local Authority undertakes risk assessments for each individual pupil travelling on home/school transport. A member of education staff liaises with County transport to provide a link between school and transport.
- School places a great emphasis on enabling all of our pupils to be as independent as possible. We have employed an Independent Travel Coordinator to develop this provision within the school to prepare our young people to be as independent as possible in their adult life and use public transport independently.

## Transition to School and School Leavers

- 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

- Our school prides itself on a successful induction period that makes starting school an enjoyable and calm experience for both parents child. We understand that all children are very different with very different needs and that the people who know them best are the family. For this reason, our induction period varies slightly for each individual child. However, before a child starts school, we will:
  - ✓ Arrange a multi-agency meeting with all professionals involved ensuring we have an accurate and up to date knowledge of a child's needs and development.
  - ✓ Visit you and your family at home, if it is convenient, for an informal chat about your child. This will help us to find out lots of very important information about your child before they start school.
  - ✓ Visit any other settings that a child may currently attend to observe the child and speak to professionals that know them well.
  - ✓ Ask parents to complete information sheets detailing contact information, permissions, medication and key information.
  - ✓ Discuss possibility of phased induction.
- Preparing our young people and their families for life beyond school and adulthood is a key focus for us. We have employed a Parent Support Advisor who attends all Annual Reviews from Year 9 onwards, providing invaluable support, advice and guidance for young people and their parents. Our Parent Support Advisor regularly liaises with parents and supports them on initial visits to higher education establishments and independent living providers and supports in completing applications. We have extremely high expectations of what our young people can achieve and work hard to instil this aspiration in our young people and their families. We have very strong links with Young People's Services and Transition Workers who attend annual reviews from Year 9 and link closely with the Parent Support Adviser.
- We have a robust and highly personalised transition plan and pathways planning process to ensure students are fully involved in planning for their future as well as their parents.

## 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**

- We are a fully extended school and offer Outstanding inclusive holiday club provision for both Pear Tree children aged 3-16 and children from other mainstream schools.
- We provide regular residential trips within our upper school and FE department and these are tailored to meet the needs of all our pupils ensuring accessibility and inclusion for all. The cost of residential visits varies and parents are asked to make a contribution to the cost of the trip. Pupil Premium funding may be used if appropriate.
- PSHEE is a key focus of our whole school curriculum. High staffing levels ensure that pupils are supported throughout the whole school day to develop positive relationships with their peers and key learning skills ensure that personal and social skills are continually developed.
- School Council ensures that pupils have a voice in school and can impact on improvements and changes.