



Ladywood School

Local Offer

Ladywood School and Outreach Service

Masefield Road, Little Lever, Bolton, BL3 1NG

Executive Head: Mrs Sally McFarlane

Head teacher: Mrs Susan Tailor

Deputy Head School: Mrs Lynsey Brierley

Chair of Trustees: Mrs Heather Scott

What is the school ethos/approach to SEN and Disability?

(Reg 3c: In general, how do school approach the teaching of pupils with SEN/D?)

Ladywood School is an Outstanding Special School (Ofsted Jan 2016) with a committed ethos which encourages the development of a child's confidence and self-esteem within a safe and caring environment where the views of all are sought, respected and reflected. The culture of Ladywood School is one of "Believe and Achieve", this recognises the significance of developing each child's individual strengths and thus equip them for their future life whether through involvement with Ladywood School and Ladywood Outreach Service:

- Ladywood School caters for primary aged children with complex learning difficulties and, or autistic spectrum disorder. At Ladywood School our children are given the very best support to ensure that they gain the most from the educational experiences offered. Ladywood staff work in partnership with parents and the wider professional community to enable each child's learning journey to be fun yet challenging and therefore contribute to their successes in later life.
- Ladywood Outreach service aims to support the needs of learners in mainstream settings. The professional dialogue between Outreach staff and staff in school ensures that Ladywood is represented and recognised in the wider community. This leads to a range of additional opportunities being offered. (Please see separate document for further details)

Within Ladywood School, the team recognises the importance of individual learning styles. We have a creative, dynamic and multi-sensory approach to learning. Our curriculum delivers the full range of skills to enable our children to become life-long learners. Children are encouraged to explore talents and have opportunities to generalise and transfer these skills through integrated learning opportunities. Wherever possible children have the opportunity to engage with learning through first hand experiences, this may be during an educational/residential visits out of school, real objects to handle and explore or meeting invited visitors. Very small classes ensure we can actively engage in personalised learning. Lessons and activities are carried out in small groups or on a one to one basis to ensure that the focus is appropriate for each child. Learning is highly differentiated to ensure all children make progress. At Ladywood the curriculum is based on the Early Years Foundation Stage for our younger children and on the National Curriculum for Key Stage 1 and 2.

As a school we constantly enhance our curriculum offer through inclusive opportunities. These can be organised to meet individual academic learning needs as well as developing social skills. In addition, children at Ladywood feature highly in borough wide celebration events such as the Bolton Music Festival.

The Trust Board and Trustees of Ladywood offer a high level of support through their involvement in school policy, practice and wider education priorities. Trustees are familiar visitors to classrooms and school events and so ensure accountability for school initiatives and development plans.

How will I know how my child is doing in school?

(Reg 3b: School arrangements for assessing and reviewing the progress of children/young people with SEN)

Regular contact with home is made to provide parents and carers with an account of progress in school. Staff at Ladywood are skilful in recognising and celebrating every child's progress and achievement both at class and whole school levels.

Ongoing assessments of each child's progress ensures that teaching staff make informed decisions about the education of each child at an individual level and shape their future learning. Learning intentions that reflect the uniqueness of every child are recorded on profile documents held in school. These documents demonstrate progress year on year and develop into a record of attainment for individual children through the course of their education at Ladywood School. The recorded results are shared with parents at their child's EHCP review which provides an opportunity to discuss rates of progress, individual strengths/successful strategies and identify any potential barriers to learning whilst agreeing appropriate next steps.

The Speech Therapy Team and Nursing team which are based within school are also available to discuss a child's needs. Appointments to meet with these teams can be made through contacting the main school office.

Individual class teams establish systems to reward achievement e.g. token-charts and stickers. Consistent attendance has a high priority and is discussed with parents as appropriate. The efforts of individual or small groups of children are celebrated at the whole school "Star of the Week" assembly and postcards are sent home.

How will I be involved in discussions about, planning for, and involvement in, my child's education?

(Reg 7: School arrangements for consulting the parents of children and young people about, and involving them in, the education of their child)

Ladywood School is fully committed to including parents and carers in every aspect of their child's life at school. Procedures in place for sharing information regarding the social and academic progress of all children include:

- Parents' evening in the Autumn Term and Summer Term of each academic year.
- EHCP cycle including end of Key Stage reviews for children in Reception, Year 2 and Year 6.
- Home school diary
- Phone contact and face to face meetings with staff as required.
- Individual Learning Plans with objectives for learning are shared on a termly basis.
- Staff available to share, demonstrate and explain resources and approaches used in school to support learning and behaviour.
- New parents meeting held in the summer term of each academic year for admission the following September.
- Transition visits for children, parents and carers available with senior member of Ladywood staff throughout the academic year.
- Parents Group and Parents Association activities organised in school on a regular basis.
- Parent's questionnaire
- Paediatric appointments held in school

- Signposting and communication with wider professionals.
- School Blog
- School Website

What support will there be for my child's overall well-being

(Reg 3g: in particular the development of their social and emotional skills)?

At Ladywood we know that if we believe in our children they will achieve their potential. This helps our children develop a growth mind-set, develop their independent learning skills and their resilience. All staff provide high quality educational, social and dignified personal and medical care as required. High adult to child ratios ensure that all individual needs are met and all children have access to an individualised broad and balanced curriculum. We are committed to multi-agency working to ensure that the needs of the whole child are met. Staff at Ladywood liaise closely with professionals from other services including Speech and Language Therapy, School Nursing Team, Social Care, Educational Psychology Service and Physiotherapy/Occupational Therapy which provides a range of expertise to support our children in becoming independent individuals with a high level of personal confidence. Staff at Ladywood are committed to supporting children with ongoing medical needs in line with the school's Medical Needs policy. Developing independence is essential and throughout school, children are encouraged to take responsibility for keeping themselves safe, to manage and self-regulate their behaviour and develop a range of key skills to support their successes. The importance of Ladywood as a total communication environment where all forms of communication are valued is significant in the school's commitment to the overall well-being of children. Communication systems in school include:

- Speech
- Signalong
- Symbols
- Picture Exchange Communication System (PECS)
- Augmentative communication systems
- Citizenship

The curriculum at Ladywood delivers a diverse range of learning opportunities, which prioritise not only academic learning but also the development of life skills and skills for life. These include independent functional skills such as being able to dress, cross the road safely and prepare simple foods. The development of essential life skills are weaved through the connected curriculum themes that are offered. In addition a focus on skills for life also feature very highly, supporting all children to have positive relationships, learn about healthy choices, develop emotional intellect, solve problems, develop their own morals and values and develop citizenship.

In addition for those children who may have difficulty engaging with learning, due to a social and emotional, communication or sensory need, we offer a personalised curriculum pathway. Support may include specific intervention, further training and/or strategy support from pathway leads.

Transition at all stages of a child's educational career is a priority. Staff use a range of strategies to prepare and support our children for any changes that occur whether it be

from one session to another, one class to another, between key stages and transition into/from Ladywood, including Secondary transition.

At Ladywood School we do all that is possible and reasonable to safeguard our children. Clear policies and strategies are in place to ensure the safeguarding and welfare of children especially those relating to child protection, behaviour management, bullying, safe recruitment of staff, health and safety, harassment and discrimination. The Trustees and all those who work at Ladywood put the safeguarding of children as their highest priority to ensure that all children are free to learn without worry or fear of harm.

How does Ladywood school involve children and young people in their education and in the decision making process?

(Reg 8: School arrangements for consulting and involving children and young people in their own education)

Staff of Ladywood School are committed to providing opportunities for children to have a voice and comment on their experiences both of formal planned learning and social interaction such as playtime and lunchtime experiences.

The Ladywood Learning Wall is a key tool that is utilised to capture children's interests and enables the children to guide elements of their learning. Learning targets are communicated to an individual child through a variety of means – text/symbol. Staff are skilful in these strategies and use them to extend learning into following sessions. As an assessment for learning tool children are encouraged to comment on whether they feel able to complete a task independently or require continuing support "I can do it" and "More help please". Children are given the opportunity to comment on their own learning experiences on a daily basis. Staff are sensitive to every child's opinion and ensure that there is always the opportunity for children to comment on whether they feel safe and what to do if they don't feel happy or need help. These principles are extended to the development of child questionnaires which are completed in the Summer Term.

There is an active school council whose members are selected by other children in school. It is the responsibility of school councillors and supporting staff involved to identify areas of school that the children believe can be improved. School councillors have made formal representation to the Head Teacher and Trustees to request funds to improve resources and equipment available at playtime. The school councillors are also encouraged to identify community projects to support.

Child contribution in Annual Reviews/ End of Key Stage reviews are a crucial tool within Ladywood to ensure their views are included in future teaching and learning experiences. All children will complete a child voice questionnaire which asks them about their favourite things about school and their future aspirations. These are completed using photos, symbols or written, dependent on the children's needs. Some children, where appropriate, have the opportunity to attend their Annual Review and can offer their opinions verbally or just take time to celebrate their achievements within the meeting.

During End of Key Stage Reviews children create a multisensory poster outlining elements such as; who is important to them, what they like/don't like, their aspirations and celebrate what things they believe they are good at or need more help with. It is a wonderful way to

showcase our children's voice alongside the personalised photographs outlining their achievements throughout their year.

Who, outside of school, can I turn to for advice and support?

(Reg 11: Contact details of support services/groups for parents of pupils with SEN, for example parent partnership)

SEND Assessment Service 01204 333121 Email: ea.sen@bolton.gov.uk

Together Trust: 0161 2834874

Information Advisory Service: 01204 848722

Where can I find information about Local Authority provision for children and young people with SEN?

(Reg 13: Details of where the Local Offer is published)

www.mylifeinbolton.org.uk

www.localdirectory.bolton.gov.uk

How should complaints regarding SEN provision be made and how will they be dealt with?

(Reg 9: Detail the arrangements made by the Governing Body relating to the treatment of complaints)

Any concerns requiring clarification should be directed to the Head of School, these will then be shared with appropriate members of staff and the Trustees.

Complaints can also be directed to the Chair of the Trust Board via Ladywood School.

Who do I contact for further information?

(Reg 4: Contact details of the SENCO)

For parents/carers of Ladywood School the first point of contact is the child's class teacher. If you are considering the school for your child, please contact the school office who will liaise with members of the Senior Leadership team regarding a visit into school or a telephone conversation to discuss anything further. Information about the school can also be found on the school website.

If you would like further information than that provided above please contact:

Mrs Susan Taylor (Head of Ladywood School/SENCO) 01204 333400

How do I get a copy of the school SEN policy?

A copy of Ladywood School's SEN policy can be obtained by contacting the school:

By Telephone: 01204 333400

By Email: office@ladywood.bolton.sch.uk

