



Ladywood School

Local Offer

Ladywood School and Outreach Service

Masefield Road, Little Lever, Bolton, BL3 1NG

Head Teacher: Mrs Susan Tailor

Deputy Head Teacher: Mrs Lynsey Brierley

Chair of Trustees: Mrs Heather Scott

Ladywood School is an Outstanding Special School situated in Bolton. It caters for primary aged pupils with complex learning difficulties and, or autistic spectrum disorder. All pupils have special needs in cognition and learning but may have additional needs in the areas of communication and interaction, social, emotional and mental health issues and sensory and/or physical needs.

At Ladywood School our pupils 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 pupil's learning journey to be fun yet challenging and therefore contribute to their successes in later life.

Ladywood School encourages the development of a pupil'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 pupil's individual strengths and thus equip them for their future life.

Admissions to Ladywood School are determined by the LA through the statutory assessment process.

All pupils that attend Ladywood School have an Education, Health and Care Plan (EHC). The school works with specialist teachers and visiting professionals and agencies such as Speech and Language Therapists, Educational Psychology Service, Hearing Impairment Team, Visual Impairment Team, Ladywood Outreach Service, Social Care, Physiotherapists and Occupational Therapists to ensure the needs of all pupils are fully met.

How does Ladywood School evaluate the effectiveness of its provision?

At Ladywood School we evaluate our provision throughout the year and the progress and achievements of our pupils are tracked by teachers. In the Early Years progress is tracked against the Early Learning Goals. In Key Stage 1 and 2 progress is tracked using the Ladywood Schemes of Work and Curriculum Maps.

Termly Ladywood Learning Plans are created that link the Curriculum objectives with individual EHCP outcomes. Termly Pupil Progress meetings allow rigorous and detailed analysis of all pupil's progress.

Curriculum leaders monitor pupils' work and moderation of teacher assessment is completed internally and externally in conjunction with other local mainstream and special schools.

Regular reports are provided to Trustees and the School Improvement Partner on progress, achievement and behaviour.

Best utilisation of resources is consistently reviewed to ensure maximum effectiveness.

What are the arrangements for assessing and reviewing the progress of pupils with special educational needs?

Pupils have Education and Health Care Plans which are reviewed annually. Reviews are carried out in line with statutory guidance. In addition to annual EHCP reviews, the school holds two Parents Evening each academic year

The school, external agencies, the pupil and parent/carers provide advice for the review. Documentation is shared in advance. Pupils are encouraged to participate in their meeting.

Internal tracking systems are used to highlight progress of pupils as well as identified groups. Progress data is available in a written format as well as face to face at parent/carers' evenings. Teachers are available to discuss individual pupil progress at any point in the academic year.

Tapestry, DoJo or a Home School Diary provides a method of recording and sharing achievements between home and school.

The effectiveness of our provision is measured over time for individual pupils, groups and cohorts of pupils.

The school is required to measure progress using national agreed standards and criteria.

Individual yearly targets are set for each pupil, and these are linked to their EHCP outcomes. The progress towards the Individual targets is monitored and evaluated on a termly basis.

The Speech Therapy Team and Nursing team which are based within school are also available to discuss a pupil'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 pupils are celebrated at the whole school "Star of the Week" assembly and postcards are sent home.

What is the school's approach to teaching pupils with SEN and Disability?

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 pupils to become life-long learners. Pupils are encouraged to explore talents and have opportunities to generalise and transfer these skills through integrated learning opportunities. Whenever possible, pupils 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 pupil. Learning is tailored to match the needs of the individual ensuring all pupils make progress.

At Ladywood the curriculum is based on the Early Years Foundation Stage for our younger pupils 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, pupils at Ladywood feature highly in borough wide celebration.

The school is committed to developing pedagogy through effective CPD and action research which fosters a relentless pursuit of school improvement and development.

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 we will the School adapt the curriculum and learning environment for pupils with special educational needs?

Ladywood's learning environment is purpose built to meet the needs of pupils with Special Educational Needs and Disabilities (SEND). A substantial 2 phase building programme was completed by November 2017. This substantially increased the classroom capacity and provided other additional spaces such as a school kitchen and enlarged school hall. However, due to the increasing demand for places Ladywood opened an off-site provision in November 2019 which accommodates the school's Reception and Year 1 pupils. This off-site provision (Little Ladywood) is located in a different council district to the main site.

The school focuses significantly on developing the communication of all pupils. The needs of our pupils' mean that we need to have a diverse range of support strategies which include; effective and differentiated questions, use of symbol support, strategies to support pupil voice and the implementation of a Total Communication environment. To ensure consistency and a whole school approach we have achieved reaccreditation of the Communication Friendly Award.

Strategic planning and successful external bids have enabled us to enrich our curriculum and create an outstanding teaching and learning environment

Our environment is inclusive, empowering, adapting to the needs of the pupils within school.

Outdoor Learning is a key part of the Ladywood offer and the recent introduction of an outdoor classroom 'The Hideaway' has further enhanced our learning environment.

There is a great emphasis on the development of social and self-help skills to encourage every pupil to be as independent as possible.

How does Ladywood provide additional support for learning that is available to pupils with special educational needs?

On entry to Ladywood School pupils are assessed using the Reception baseline (EYFS pupils) or against the Ladywood Schemes of Work (Key Stage 1 and 2 pupils). Ladywood Learning Plans (LLPs) are written and curriculum targets are set within the first six weeks. This enables a smooth transition and appropriate learning and social opportunities to be put in place quickly to enable our pupils to settle well and make progress.

For pupils in receipt of Pupil Premium we identify their barriers to learning and social challenges. We then address these using a number of strategies to impact on the progress of the pupil.

The Personalised Curriculum has been designed and implemented to identify and further support those pupils not making expected progress in learning. Personalised Pathways are designed and tailored to identify potential barriers to learning and address how best to further support individual pupils within the classroom and beyond. Pupils are identified to follow the Sensory Pathway, Social and Emotional Pathway or Communication Pathway, depending on the identified area of need. Each pathway has a Pathway Team and has specific intervention and toolkits, which are made explicit on every pupil's LLP's. This ensures that pupils's personalised support package is endorsed in all areas of their curriculum. Specific intervention and support are fully individualised but may include:

- Skillastics
- Listen and Move Programme
- Social Stories
- Intensive Interaction
- Attention Autism
- Lego Therapy
- Personalised Sensory circuits
- Art Therapy
- Counselling sessions

Personalised Learning Opportunity Time (PLOT) has been developed in order to ensure that non- subject specific EHCP Outcomes are fully addressed on a daily basis, ensuring that we are valuing the holistic offer for all pupils.

What activities are available for pupils with special educational needs in addition to those available in accordance with the curriculum?

Extra-curricular activities are available to our pupils. There is a Student Council which is regularly consulted to see if the activities provided are what the pupils want. There are many lunch time activities including:

- Friends of the earth
- Well-Being
- Running
- Maths
- Gardening

The school also participates in many local activities including the Ransted Sports day, Bolton Music Festival and Bolton Dance Show. The school also works closely within its Bolton Cluster (mainstream and special schools) to ensure the pupils at Ladywood have every opportunity to participate in all appropriate extra-curricular activities. In Year 6 the pupils have the opportunity to go on a residential visits. This academic year we are also introducing 'Mini Dukes' (Duke of Edinburgh) for our Year 4 pupils.

In addition, our Wild and Free curriculum is designed to give our students a rich and diverse

range of experiences giving them the knowledge, emotions, behaviour and skills to be effective citizens.

Support that is available for improving the emotional and social development of pupils with special educational needs?

All pupils have a class teacher and a team of support staff who monitor the pupil's well-being, attendance and behaviour. The school has an Assistant Head Teacher who is responsible for supporting the pupils' emotional and social development. They will coordinate pastoral response to concerns about emotional and social needs and ensure the support is put in place for individual pupils as required. If necessary, after consultation with parent/carers external agencies and professionals may be called into school to support the pupil.

Developing independence is essential and throughout school, pupils 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 pupils. Communication systems in school include:

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

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 pupils 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 pupils 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.

A medical room with a part time school nurse ensures safe administration of medication is provided in accordance with the new guidance. All pupils' medical needs can be met; this may require additional training for staff. The treatment of minor cuts and bruises may be carried out by a delegated person. Severe injuries will be reported to the LA. A parent or carer will be required to attend hospital if such treatment is necessary. A clinic is held

within school on a regular basis and parents will be invited to attend by the Paediatrician and School nurse.

If a health care professional wishes to see your pupil in school, you will be given notice of the appointment.

Attendance is monitored and support offered if needed. Any pupils spending periods of time in hospital are educated by the Hospital School who will liaise with school to ensure the pupil has opportunities to continue to make progress.

Ladywood School has a clear Behaviour Policy. It aims to encourage appropriate behaviour by ensuring all staff are trained in Team Teach positive behaviour management. There is early intervention and adaptation to the curriculum to meet the individual needs of the pupils.

Bullying and racism is not tolerated, and everybody has a shared responsibility in preventing and responding to it. The school works hard to promote British values encouraging mutual respect and tolerance for others.

The safety of our pupils is of paramount importance. All of the staff have received training in safeguarding and e-safety.

Pupils have a very active Student Council to enable them to contribute the views of their peers and help to make decisions about what happens in school.

Furthermore, the School Parents Partner is able to support all families within any concerns that parents/carers may have, completing of forms or provide general advice.

Who do I contact for further information?

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

Mrs Susan Tailor (Head Teacher/SENCO)
Ladywood School and Outreach Service
Masefield Road
Little Lever
Bolton
BL3 1NG

Tel: 01204 333400

What is the expertise and training of staff in relation to pupils and young people with special educational needs and how is specialist expertise secured?

Staff recruitment and strong induction processes ensure a commitment from staff to our shared ethos and Ladywood values. Once appointed, well embedded induction procedures, including peer mentoring, paired teaching and targeted CPD ensures that staff received all necessary training in a timely manner. Our staff are encouraged to be

reflective learners who actively engage in CPD/JPD (including peer to peer learning). All of this has led to an open culture of support and challenge within the staff team.

Ladywood is a legacy Teaching School and works in partnership with the Speech and Language Team, Outreach Service and Woodbridge Trust to both facilitate and receive training,

Staff are supported to complete further training to support their career journey within the educational sector.

Throughout the year there is ongoing training programme in place for relevant staff. Below are some of the Training that takes place at Ladywood School:

- Communication
- ELKLAN
- Autistic Spectrum Disorder
- Signalong
- Attention Autism
- Phonics
- Boardmaker
- Lego Therapy
- Sensory Circuits
- Safeguarding Training
- Designated Safeguarding Training and Refresher
- Moving and Handling
- First Aid
- Allergy Awareness Training
- Curriculum areas – Training and updates
- Provision Map
- Minibus Training
- Early Career Training (ECT and Mentor)
- PDA
- Online Safety
- NPQML
- Curriculum Leadership Training

Ladywood School staff also have access to training or guidance on:

- Dyspraxia
- Speech and language and communication
- Dyslexia
- ACC

Staff also attend EYFS and primary subject leaders' networks within the local area and the school links in with the regional English and Maths Hubs.

In addition, the Bolton Special School Sector have created 4 Hubs that Ladywood plays an active part of:

- Curriculum and Assessment Hub
- Communication Hub
- Transition Hub
- PfA Hub

Ladywood School encourages Action Research opportunities to ensure we are developing best practice. We actively encourage a 'curiosity' mind-set.

How is equipment and facilities that support pupils and young people with special educational needs secured?

Ladywood School is purpose built to cater for the range of special educational needs our pupils have. (Please see previous section) The school is a split site school; the main site is within Little Lever and adjacent to Masefield Primary School whilst Little Ladywood is within Deane and is within the Essa School site

Ladywood School activities are tailored to meet individual pupils' needs and are set within safe and secure environments which enable the pupils to have freedom to explore and take appropriate risks through self-initiated and fun activities.

Ladywood School has a wealth of outdoor spaces including an outdoor classroom, a sensory garden, a walking/running track, large playgrounds that have been carefully planned to offer differing physical experiences, a memorial garden for quiet and reflective space and soft landscaping for planting. In addition, the school has a Ball Pool, a Sensory room and a multi-sensory room. This is all on site and the pupils are able to access all of the facilities.

There are changing facilities and toilets specifically designed for easy access and use. There are different sized toilets to meet the needs of the pupils' ages and sizes. Regular contact with Occupational Therapists and Physiotherapists provision ensures equipment and physiotherapy programmes are available for individual pupils.

Pupils with Visual and/or Hearing Impairment are supported by regular contact with the Bolton Sensory team and all pupils have the appropriate equipment required.

How are parents/carers involved in discussions about, planning for, and involvement in, my pupil's education?

Ladywood School is fully committed to including parents and carers in every aspect of their pupil's life at school. Teachers, the Senior Leadership Team and the Head Teacher are available to speak to and there is an open door policy within school. To ensure privacy and confidentiality appointments can be made to discuss individual pupils if required. Procedures in place for sharing information regarding the social and academic progress of all pupils include:

- Parents' evening in the Autumn Term and Summer Term of each academic year.
- EHCP cycle including end of Key Stage reviews for pupils in Reception, Year 2 and Year 6.
- Online communication through Class Dojo
- 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 pupils, parents and carers available with senior member of Ladywood staff throughout the academic year.
- Parent Training – focus identified by parents
- 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

In addition, throughout the year there are opportunities for parents to see their children perform in events like the Harvest Festival, Class Assemblies, Magic Moments and Christmas celebrations. These events are always well attended and supported by our parent/carers and their extended families.

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

Staff of Ladywood School are committed to providing opportunities for pupils 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 pupils' interests and enables the pupils to guide elements of their learning.

Learning targets are communicated to an individual pupil 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 pupils 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”. Pupils are given the opportunity to comment on their own learning experiences on a daily basis. Staff are sensitive to every pupil's opinion and ensure that there is always the opportunity for pupils 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 pupil questionnaires which are completed in the Summer Term.

There is an active School Council whose members are selected by other pupils in school. It is the responsibility of school councillors and supporting staff involved to identify areas of school that the pupils 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, to express their opinions about the Curriculum being offered and to consider global issues. The School Council is further supported by our Year 6 Prefects.

An annual Pupil Questionnaire is completed by all pupils. The results of which feed into the focus for the school for the following year.

Pupil 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 pupils will complete a pupil 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 pupils' needs. Some pupils, 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 pupils 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 pupils' voice alongside the personalised photographs outlining their achievements throughout their year.

Pupils with behaviour plans are actively encouraged to self-regulate their emotions through a wide range of means. Pupils with Social and Emotional difficulties are also provided by identified clubs at lunchtime and external agencies.

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

We try to ensure through our positive relationships with families that complaints rarely occur; however, any complaints about the school should be made initially to the pupil's teacher. If this does not solve the problem, then the head teacher will be consulted and then the Trustees. The school has a Complaints Policy which outlines this process, and which can be found in the policies tab within Parents section on the school website:

www.ladywood.bolton.sch.uk

How does the governing body involve 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?

Ladywood School involves a variety of other bodies, agencies and visiting professionals as well as the expertise of experienced and qualified staff in school in meeting the needs of the pupils at our school. These include the School Nurse, Speech and Language Therapists, Educational Psychology Service, CAMHS, Hearing Impairment Team, Visual Impairment Team, Ladywood Outreach, Social Care, Specialist Communication Teacher, Physiotherapists and Occupational Therapists.

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

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

Together Trust: 0161 2834874

Information Advisory Service: 01204 848722

Ladywood Outreach Service: 01204 333400

Speech and Language Therapist: Through School

Physiotherapist: Through School

Occupational Therapist: Through School

If you are a parent or carer considering your child joining Ladywood School you are welcome to contact the School, on Phone number: 01204 333400

What are the arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living?

Ladywood School works closely with nurseries and schools to facilitate a smooth transition for our pupils. Information is shared between schools/placements and any other professional involved in the transition process. Additional visits can be arranged for identified pupils.

Meetings are scheduled at the end of each academic year between the child's current class teacher and their new teacher to ensure all necessary information is shared. An enhance transition package is provided for children moving from Little Ladywood to main site which begins with the familiarisation of the physical space.

Pupils are given support in the curriculum to develop their life skills in order to help them work towards as independent life as possible in adulthood.

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

Bolton Council, along with all other Local Authorities are required to publish information about services they expect to be available in their area for children and young people from birth to 25 years of age who have special educational needs. This is known as the "Local Offer". The Local Offer outlines all services and support available across health, education, social services and leisure services.

Bolton Council's Local Offer can be found at:

[Home – SEND Local Offer \(bolton.gov.uk\)](https://www.bolton.gov.uk/SEND/LocalOffer)