



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: **Stepping Stones Short Stay School**

School Number: **01141**

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.SENDEReforms@lancashire.gov.uk

When saving your local offer please use the following format:

LO-SCHOOLNAME-SCHOOLNUMBER
Eg LO-LEAFYVILLAGESCHOOL-011001

School/Academy Name and Address	Stepping Stones		Telephone Number	01524 67164
	Bowerham Road		Website Address	www.steppingstones.lancs.sch.uk
Lancaster				
LA1 4HT				
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details: Stepping Stones is a pupil referral unit that specialises in meeting the needs of pupils with social, emotional and behavioural difficulties.	
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What age range of pupils does the	5- 11			

school cater for?	
Name and contact details of your school's SENCO	Alison Dodd and Jane Meacham (Head teacher / Deputy Head teacher / SENCo)

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.

Name of Person/Job Title	Mrs Alison Dodd Headteacher		
Contact telephone number	01524 67164	Email	<u>head@Steppingstones.lancs.sch.uk</u>

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.

Please give the URL for the direct link to your school's Local Offer	http://www.steppingstones.lancs.sch.uk/index.php?category_id=167		
Name	Alison Dodd	Date	5th September 2017

Please return the completed form by email to:
IDSS.SENDReforms@lancashire.gov.uk

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 provision?
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

The school building is part of Moorside Primary School site in Lancaster. Stepping Stones have occupied this part of the building for over 20 years. The building is up to date and has undergone several amendments to ensure it is a modern school.

By December 2017 there will be wheel chair access as the school has been remodelled and the floor plan has been extended. There is accessible parking for parents and our pupil transport. The vast majority of the children travel to school in a taxi provided by the school / Local Authority with a passenger assistant in line with the Local Authority transport policy.

Information is available on the school website and is sent out to parents in the form of a newsletter. Class teachers also liaise with parents via the home school diary which is completed daily. The school would ensure information is accessible for all parents and communicates with parents in means which is accessible to them.

Furniture in school is modern and at the suitable height appropriate to the age group of the children being taught in the classroom. The school has a range of resources in order to support pupils with additional needs. The school has a range of ICT / Intervention programmes for pupils. The school is extremely well resourced and also purchases additional support from other agencies to further support pupils when required.

The school and staff act on advice from other professionals and if a child requires additional equipment / alternative suggested teaching methods then these will be considered and implemented where appropriate.

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 and support to the child during tests and SATs?
- 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

Early identification of SEN is essential. Children that attend Stepping Stones have often had involvement from other agencies and for the vast majority of pupils they have received support from our school Inclusion Support Team whilst in mainstream school. The vast majority of pupils who attend Stepping Stones are on school action plus, this means that their mainstream school have already identified the child's additional needs.

The staff at Stepping Stones work in collaboration to assess, monitor and plan for each pupil's progress. In the first instance the Teacher and Teaching Assistant plan for learning programmes to be in place for the pupils within their class. If appropriate small group or individual programmes are designed to meet a pupil's additional needs. E.g. a numeracy catch up programme, social skills or emotional literacy programme. There are times where additional support may be bought in to further facilitate meeting the pupil's needs and securing progress.

Baseline assessments are carried out within 2-3 weeks from entry. This informs the child's Individual Education Plan's as well as the teachers' planning to ensure individual learning needs are met.

The assessment leader and SENCo support the Class teacher and teaching assistant in assessing and monitoring each pupil's progress in regard to both academic learning and behaviour, social and emotional difficulties. The SENCo works in collaboration with the Class teacher to map and record the type of intervention a pupil is receiving, the duration and the pupil's progress.

All staff undertake regular training in different areas of SEN in order to improve their practice and improve provision for pupils. Teaching Assistants have received basic First Aid Training.

Parents, carers and outside agencies involved with the pupil are invited to attend Termly Individual Education Plan Review Meeting. The Class Teacher provides a report which is shared at the review and next steps for the pupil are identified.

Pupils in Year 1 complete the Phonics Screening, pupils in Year 2 complete KS1 SATS and pupils in Y6 have entry to KS2 SATS when working in line or above age related expectations.

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

The school holds reviews for all pupils. On some occasions a pupil may have a w EHC Plan that needs reviewing this takes place through the EHC Plan review process. Parents / carers contribute and take part in Annual Reviews and receive copies of all relevant paperwork concerning their child. IEP's are produced half termly and meeting are held termly with parents. Other agencies and professionals supporting the pupil attend the reviews to share and plan for the needs of the pupil to be met in a collaborative manner.

Pupil progress is monitored throughout the school and pupils with SEN are monitored also on the Provision Map.

Keeping Children Safe

- How and when will risk assessments be done? Who will carry out risk assessments?
- What handover arrangements will be made at the start and end of the school day?
- Do you have parking areas for pick up and drop offs?
- What arrangements will be made to supervise a child during breaks and lunchtimes?
- How do you ensure a child stays safe outside the classroom? (e.g. during PE lessons, school trips)
- Where can parents find details of policies on anti-bullying?

What the school provides

The school requests a risk identification form is completed prior to entry from the previous / referring school. This is used to inform risk assessments, positive handling plans and behaviour management plans.

The Local Authority Risk Assessor completes a Risk Assessment for any pupil requiring Local Authority transport to and from home and for whom it is deemed necessary. All children travelling on Local Authority transport contracts are supervised by a Passenger Assistant. Passenger Assistants liaise closely with school staff daily to ensure messages or concerns are passed on. The children have to be walked to school via a safe route from the drop off point and the expectation is that they remain close to the Passenger Assistant.

Children are supervised at all times by a high ratio of adult support. Support staff supervise break times and lunch breaks.

The school has two Senior Leaders who are trained as Educational Visits Coordinators (EVC). The EVC authorise all request for visits and check the ratio of adults, support and risk assessments etc. The staffs receive updates and use the Lancashire Evolve System.

Policies can be requested from the school office and are due to be published on the school website. The school also works in collaboration with the local community police team.

The PSHCE curriculum and day to day curriculum addresses anti bullying, e safety and safety.

The school has clear procedures for Safeguarding in line with national and local policies and procedures. Staff receive up to date regular Safeguarding training.

All staff have full CRB / DBS clearance.

Health (including Emotional Health and Wellbeing)

- How do you manage safe keeping and administration of medication?
- How do you work with a 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

The school has a clear policy for administration of medication and will only administer medication that is prescribed by the GP. All medication is stored in a locked cupboard. Any medication that is administered is done once the appropriate consent forms have been received. All medication has to have a pharmacy dispensing label on clearly stating the child's name, date and dosage. The school office informs parents when the school is running out of medication for their child.

Care plans are devised with the school, parents and relevant medical agencies. These are stored in the pupil's file and in the medical file. All staff are made aware of pupil medical needs.

School ensures all teaching assistants are kept up to date with regular First Aid training and ensure that staff are familiar with what action to take in the event of an emergency.

Any individual needs that school staff are not familiar with will be met through requesting training from the school nurse / NHS practitioner as appropriate.

At times and where deemed appropriate, school purchases additional support / counselling from different services. For more complex needs with agreement from parents a referral may be made to the tier 3 CAMHS team.

Many pupils receive input from Speech and Language. At times this is arranged on site.

The school works in collaboration with many health agencies across North Lancashire to ensure pupils needs are met. The school invites health professionals to pupil reviews to discuss their input and contribution to meeting the pupil's needs.

All staff undertake regular training in supporting pupils with social, emotional and behavioural difficulties and understanding their needs. Staff have received training in attachment disorder and Autistic Spectrum Conditions . All staff have received training in Solihull approach and the effects of trauma. Two staff have received support from the CAMHS team in developing pupils emotional

intelligence. Training is disseminated and shared across the whole school. (SEE ANNUAL SEND REPORT FOR FURTHER INFORMAITON ON TRAINING)

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

The school has clear admission procedures and protocols. When admission is agreed the school will make contact with the parent / carer offering a Non Prejudicial Visit (NPV) . The school has a family support worker who is the key person to liaise with regarding their home / school concerns and she is introduced to parents prior to or at admission. During the visit to the school the pupil / parent / carer meet the class teacher and key staff who will be working with the child. All visits to the school are carried out by the Head Teacher and/or Deputy Head teacher.

Protocol for communication is outlined at admission. It is explained to parents / carers who they can contact to discuss their concerns etc. This is also outlined in the home school diary.

Home school diaries are the key tool for communication and each child should bring their diary daily for the class teacher to communicate with home. Often telephone calls are made to ensure communication is taking place.

All parents / carers are invited to Individual Education Reviews held termly. This allows opportunities to discuss progress. Reports are provided by the class teacher for these meetings.

The school sends home regular newsletters which often emphasis ways in which parents can give feedback.

The school regularly holds open afternoons where parents are invited.

The school website has a range of information for parents and is kept up to date.

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

At Stepping Stones we place great importance on pupil voice. The school has a group of pupils who have been recognised as some of the schools ' Positive Role Models' they take on the role of a student council and meet to discuss issues arising in school.

All Pupils are asked to regularly complete "Pupil Voice" survey to ascertain their thoughts and feelings about school and look at ways to improve the school. Pupils also attend a daily whole school meeting where they are encouraged to discuss issues arising, solutions and make a positive contribution to the school community.

Parents also have regular opportunities to complete a school feedback survey which is collated in school to have their say. They are also encouraged to give their view / opinion at pupil reviews, alongside the view of the child.

The school is still looking to appoint a parent representative for the Committee (Governing Body) The Chair of the Committee regularly attends events and school and liaises with parents.

The school has a home / school agreement and pupil contract which is completed at admission and reviewed regularly. This ensures all parties are aware of their role in supporting their pupil / family.

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 access through the school? Who normally provides this help and how would parents access this?
- How does the school help parents with travel plans to get their child to and from school?

What the school provides

Stepping Stones has worked in collaboration with the Working Together with Families (WTWF) initiative. This has enabled the school to develop a wide range of skills and we now have a full time family support worker who provides parents with a range of support / advice and help. Although WTWF is no longer in action we have appointed a full time family support worker to work collaboratively and be a single point of contact for school.

Home visits are undertaken around admission to the school where appropriate to discuss the support which school can put in place.

The family support worker has access to a range of other support that is available and can often sign post parents to other agencies where appropriate. She provides support for all families and acts as a first point of contact.

The school also where appropriate and with parental agreement will refer to the Parent Partnership Service. They offer support to parents in visiting new schools and completing any SEN paperwork, e.g. CAF and TAF meetings.

Transport is requested by school but is provided by Lancashire travel services. School provides parents with the relevant contacts and numbers and will liaise with transport if required. School adheres to the policies and guidelines set out in the transport policy.

Transition to Secondary School

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

What the school provides

When we have Y6 pupils who are moving on to high school we arrange transition programmes on the individual needs and requirements. As many of our children go to different high school provision we feel it is key that we take a personalised approach in arranging transition programmes.

An Educational Review will be held and the secondary provision will be invited to attend where a full report and information will be provided on the pupil and their needs. Visit days will be arranged with the school and at times this may be supported by staff from Stepping Stones initially. There are times where additional visits are required dependent on the pupils needs.

Extra Curricular Activities

- Do you offer school holiday and/or before and after school childcare? 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 and activities are inclusive?
- How do you help children to make friends?

What the school provides

All pupils at present are transported to school in taxis and therefore it is not possible to offer before or after school clubs.

All classes have breakfast at 9:15 – 9:30 as part of the PSHCE curriculum.

Different lunch time activities are put in place as suggested by the student role models. There are a range of options put in place daily from 2:30 – 2:55 to enhance and extend the curriculum. There are no costs to parents. One of the options is a multi skills option with trained professional sports coaches. We are exploring other options to develop pupil interests, skills and opportunities.

PSHCE and a values based curriculum is in place across school which encourages children to develop social skills and appropriate skills for life.

The school also builds in lots of thematic weeks to develop further skills and widen opportunities for pupil development. E.g. Science week, music week, values week etc