

Our Local Offer for Special Educational Needs and/or Disability

Please click the relevant words on the wheel to be taken to the corresponding section.



Please see the following page for information on this setting's age range and setting type

Our Local Offer for Special Educational Needs and/or Disability

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Name of Setting	Park Lane School
Type of Setting <i>(tick all that apply)</i>	<input type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input checked="" type="checkbox"/> Special <input checked="" type="checkbox"/> Early Years <input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary <input checked="" type="checkbox"/> Post-16 <input checked="" type="checkbox"/> Post-18 <input type="checkbox"/> Maintained <input type="checkbox"/> Academy <input type="checkbox"/> Free School <input type="checkbox"/> Independent/Non-Maintained/Private <input type="checkbox"/> Other (Please Specify) <input style="width: 100px; height: 20px;" type="text"/>
Specific Age range	2-19
Number of places	82
Which types of special educational need do you cater for? <i>(IRR)</i>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input checked="" type="checkbox"/> We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support. </div> <div style="width: 45%;"> <input checked="" type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> We are a special school for pupils with severe and complex learning difficulties aged 2-19 years. Many of the pupils have additional medical, physical and sensory needs. The school is a specialist school for communication offering a range of alternative and augmentative approaches to support and develop communication. </div> </div> </div>

Each section provides answers to questions from the Parent/Carer's Point of View. The questions have been developed using examples from Pathfinder authorities, such as the SE7 Pathfinder Partnership, in conjunction with questions from Cheshire East parent carers.

The requirements for the SEN Information Report have been incorporated into this document, based on the latest draft version of *the Special Educational Needs (Information) Regulations* (correct as of May 2014). Questions providing information required as part of the Information Report Regulations are shown using the letters **IRR** (Information Report Regulations).

Questions from the Parent/Carer's Point of View:

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Identification
<p>How will you know if my child or young person needs extra help? (IRR)</p> <ul style="list-style-type: none"> • <i>How do you identify children or young people with SEND? (IRR)</i> <p>Park Lane is a special school and therefore all pupils have a Statement of Educational Need or EHCP outlining their SEND.</p>
<p>Where can I find the setting/school's SEND policy and other related documents? (IRR)</p> <p>The SEN policy, Behaviour policy and Attendance Policy are on the school website.</p>

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Teaching, Learning and Support
<p>How will you teach and support my child or young person with SEND? (IRR)</p> <ul style="list-style-type: none"> • Pupils are taught in small classes and are grouped according to age. Pupils are in key stage classes. • Staffing levels are high: 1 teacher and up to 5 teaching assistants per class to ensure that all pupils can access the curriculum. • Teaching takes place in 1-1 sessions and in small groups as well as whole class teaching to ensure lessons are differentiated and planned to match individual learning needs. • All pupils have individual learning targets which are reviewed half termly. New targets are set following achievement. • Teachers and teaching assistants deliver high quality teaching. This is supported through Continuing Professional Development (CPD). • Resources and equipment are provided to meet pupil's educational needs. • The pupils access additional support from Speech and Language Therapy, Physiotherapists, occupational therapists and teachers from the sensory impairment service, who provide direct therapy input and also offer advice and support to staff. • Where required, pupils will have an individual timetable including hydrotherapy, music therapy, horse riding and sensory diets. • Parents are involved in the setting of targets through the annual review and on an ongoing basis through parent's evenings.
<p>How will the curriculum and learning environment be matched to my child or young person's needs? (IRR)</p> <ul style="list-style-type: none"> • Lessons are differentiated through meeting learning needs, expected outcomes, resources and pupil age. Pupil's physical, sensory and medical needs are taken into account as well as their method of communication.

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Teaching, Learning and Support

- Pupil learning is at the centre of the lesson planning and lessons are differentiated to ensure all pupils can make progress.
- Alongside differentiated lesson planning, equipment and resources are used which will support pupil learning, for example symbols are used to support pupil's in recording their work if they have difficulties with writing.
- Specialist seating, ICT equipment and software is provided to support pupil learning.
- Deployment of experienced and trained staff supports pupil learning.
- Safe play areas ensure inclusive play opportunities.
- Pupils in Key Stage 4 and 6th Form are educated in mainstream educational establishments, but are taught by Park Lane staff, and the curriculum continues to be adapted to meet pupil learning needs.
- The 6th Form curriculum is more focused towards independence and can include travel training, work experience, daily living skills, personal care and functional literacy and numeracy.

How are the setting, school, or college's resources allocated and matched to children or young people's needs?

- The budget is managed by the head teacher, School Bursar and the school Governors.
- The budget is allocated to ensure that appropriate levels of staffing, resources and equipment are provided for all the pupils to support their learning and full access to the curriculum.

How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis? *(IRR)*

- Before pupils start at the school, a meeting is held with the parents, head teacher, school nurse and class teacher to find out as much as we can about the pupil and their needs. This ensures that we are in a position to identify what support may be needed and how this support will be arranged.
- If levels of support are not identified in the Statement of Special Educational Need, the class teacher and support staff will, through their baseline assessments, identify additional support needs and discuss these with the Head Teacher. The Head Teacher will then deploy staff and/or resources to meet the pupil's support needs.

How will equipment and facilities to support children and young people with SEND be secured? *(IRR)*

- The school has a number of specialised facilities, such as the hydrotherapy pool, which are available to all pupils who need to use them.
- The school has a budget for specialised seating and other positioning and manual handling equipment to meet the pupil's needs.
- Specialised ICT and communication equipment are purchased for all pupils. The school has an ICT suite including interactive touch plasma screens and switch operated equipment.

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Teaching, Learning and Support

How will you and I know how my child or young person is doing and how will you help me to support their learning? *(IRR)*

- Pupil progress and achievement is assessed in very small steps using an assessment tool called BSquared. Pupil progress is assessed termly and is recorded. This assessment data is then used to inform further targets and future planning for each pupil. This detailed assessment covers 5 core areas of the curriculum.
- Pupil progress is monitored by the Senior leadership Team.
- Each child has a photographic Record of Achievement which is regularly shared with parents and can be taken home to share with family members.
- Each child has a Home-School diary in which teachers write to inform parents of their child's progress or achievements.
- There are termly opportunities for parent to meet with class teachers and other staff to discuss their child's progress.
- Homework is sent home weekly to support pupil learning and provide opportunities for parents to support their child's learning.
- Parents are welcome to phone school to talk to class teachers or other staff and many parents do phone on a regular basis. If parents seek additional information they are offered the opportunity to come into school and meet with the class teacher.
- Parent support sessions are offered including sessions on Signalong, PECS and managing behaviour. Our parent Support Adviser is a trained sleep counsellor and offers support to parents.

How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education? *(IRR)*

- Pupils are made aware of their targets and through lessons are reminded of these frequently.
- Reward systems are used to good effect with a number of classes having house point systems or similar to recognise achievement, hard work and good behaviour as well as acts of kindness and helpfulness to others.
- Staff use praise frequently to recognise hard work and achievements.
- Pupil achievements are celebrated in assemblies with certificates presented to individual pupils.
- Pupils have access to their Records of Achievements and older pupils use their ICT skills to add their own achievements.
- Older pupils attend part of their annual review and are supported to show their parents their Record of Achievement. 6th Form pupils make their own PowerPoint presentations which they show and talk through at their annual reviews.

How does the setting/school/college assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND? *(IRR)*

- The school's Senior Leadership Team, alongside class teachers, regularly monitor pupil progress and achievements.
- The school is part of a network of special schools that all use the same data management system which enables the opportunity for joint moderation work. This ensures the school continues to have high expectations and helps to ensure the effectiveness of the provision through comparing its results with other similar schools.

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Teaching, Learning and Support

- The opinions of parents and pupils are sought annually and collated to inform future planning.

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Keeping Students Safe and Supporting Their Wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

- The majority of pupils arrive in school and leave via local authority transport. Pupils are met by staff in the reception area and are supported to class. At the end of the day staff ensure that pupils are safely on transport. A member of the Senior Leadership Team is on duty in the morning and at the end of the day.
- Staffing levels are planned to ensure pupils are well supported when on educational visits.
- Where older pupils are moving around the campus, staff are always with pupils or are in close proximity. While encouraging independence we do so with pupil safety central to any work being undertaken.
- Detailed risk assessment is carried out by class teachers for any educational visit or class activities taking place outside of school.

What pastoral support is available to support my child or young person's overall well-being?

- All staff are trained in using augmentative communication approaches ensuring all pupils can talk to staff. Pupils remain in a class for at least 2 years with consistent staffing ensuring pupils and staff get to know each other and pupils can feel confident in expressing themselves. Staff also become very adept at picking up non-verbal signs, recognising when pupils need support and reassurance.
- The school conducts a pupil questionnaire annually to gain pupil views; this is delivered in the most appropriate way for each pupil.
- The school has a School Council which has pupils from each class in the secondary department. The School Council take an active role in discussing issues pertinent to the pupils.
- Bullying is addressed through assemblies. It is not an issue in the school.
- The pupils are encouraged to be friends through social opportunities, play times and specific lessons such as PSHE. They are taught to play, work and care for each other through whole class and group activities.
- Where a pupil may have difficulties managing their emotions or behaviour support is given through direct teaching from staff trained to support the pupils.

How will the setting, school or college manage my child or young person's medicine or personal care needs?

- The school has a full time nurse who supports the pupils with all their medical needs, including the administration of medication. In addition, many of the teaching assistants have undergone training for gastrostomy feeds and the administering of medication, ensuring all pupils can participate in educational visits.

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Keeping Students Safe and Supporting Their Wellbeing

- The school nurse can offer advice and support on other matters such as continence.
- The school nurse attends annual review meetings and Action for inclusion meetings as well as parent evenings.
- The school hosts paediatric, dietician and orthotic clinics in school so that pupils do not need to attend the hospital for these appointments.
- The school bathrooms are equipped to meet the physical needs of the pupils. Staff are well trained and experienced in supporting pupils with their personal care, ensuring their privacy and dignity at all times.

What support is available to assist with my child or young person's emotional and social development? *(IRR)*

- The school has 2 behaviour coordinators who are available to support individual pupils and the staff in managing pupil behaviour. These staff receive regular enhanced training.
- The school has a TA who leads on the teaching of emotions to pupils. This includes recognising their own emotions, how they feel and how to show those emotions appropriately. Those pupils who do not use speech are taught to use symbols to express their emotions. These staff will make resources for parents and carers to use within a home setting to support the pupils in expressing their emotions.
- From a very young age, pupils are taught to share, wait their turn, listen to others and other social skills ensuring they learn how to respond and behave in social situations. As the pupils get older, these skills are transferred to social situations in the community such as waiting in queues, using cafés and other social venues. In school the pupils are encouraged to respect their peers and staff, be polite, care for the school, themselves and each other.
- The school has weekly assemblies which focus on aspects of social, moral, spiritual and cultural education.
- We have a Parent Support Adviser who can offer additional support to parents and families.

What support is there for behaviour, avoiding exclusions and increasing attendance?

- Staff expectations of pupil behaviour across the school are high.
- The school has 2 behaviour coordinators who are available to support individual pupils and the staff in managing pupil behaviour. These staff receive regular enhanced training in the IABA approach, which they pass onto staff through annual training sessions. IABA uses positive behaviour management strategies. The school behaviour policy is available on the **school website**.
- These staff will write individual behaviour plans following detailed observations and assessment. They will also assist class staff to write IBPs. In addition, they give strategies for supporting pupils to manage their own behaviour including reward schemes.
- These staff offer support and advice to parents and carers, including respite carers. The positive approaches used in school are shared with parents and carers and staff will ensure the resources used in school are replicated for home use.
- Exclusions are extremely rare.

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Working Together & Roles

What is the role of my child or young person's class teacher?

- The class teacher has the overall responsibility for pupil's learning and their day to day well being in school. They are the first port of call for pupils and parents, and act as a hub for information about the pupil. Class teachers are expected to plan and deliver appropriate learning opportunities for pupils, and to ensure that any resources in place to support pupil learning are used efficiently (e.g. additional adults, physical prompts, and interventions).
- The class teacher is responsible for leading and managing a team of staff in the best ways to support the pupils in their class.

Who else has a role in my child or young person's education?

- The Headteacher monitors pupil progress, attendance and well being. The Headteacher attends all pupil annual reviews. In addition the Headteacher is the designated safeguarding lead.
- There will be a team of teaching assistants who will work alongside the class teacher on a daily basis. These are all experienced and well trained staff who may work with a pupil for more than one year.
- In addition there may be the following staff involved, dependent on the needs of the pupil: Physiotherapist, Speech and Language Therapists, Occupational Therapists, Music Therapists, swimming instructor, school nurse and specialist teaching assistants.

How does the setting, school or college ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?

- The school has an internal system on which all pupil information and data are stored. The network is password protected. It is only accessible by logging on in school.
- Paper documentation on all pupils is stored in the main office in locked facilities. Access is only given to authorised staff. No papers can be removed from the premises.
- Pupil Profiles are written for each pupil and updated annually. Individual Education Plans are written termly. All pupil information is shared with staff at class team meetings which are held weekly.

What expertise is available in the setting, school or college in relation to SEND? *(IRR)*

- All staff have a good awareness of SEND through regular meetings, a rolling programme of internal training and opportunity to attend relevant external courses.
- Staff turnover is low and therefore many of the staff are experienced and knowledgeable about the range of SEND that the school covers. In particular, staff are very experienced in differentiating the curriculum and providing the appropriate resources to support pupil learning across the age range.
- The school has achieved the Inclusion Quality Mark , Basic Skills Mark and the Specialist Schools Quality Mark for work in communication and interaction.

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Working Together & Roles

- We have a number of teaching assistants who have specialist areas including Signalong, PECS, AACs, behaviour, literacy strategies and emotional development.
- In addition, the school commissions music therapists from Nordoff Robbins, an occupational therapist and a physiotherapist to further the pupil's education and development.

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? *(IRR)*

- The school has a full time nurse who supports the pupils with their health needs. In addition there are Paediatric Clinics, Orthotic and Dietician Clinics in school for pupils to attend with their parents. These reduce the anxiety that can be caused when visiting a hospital and avoid the pupils missing time from school.
- The school liaises very well with the Health Facilitator provided through L.D. CAMHS (Learning Disability Child and Adult Mental health Service). Her role is to support the pupils and their families with health matters outside of school such as attending hospital appointments.
- Physiotherapists and Speech and language Therapists work with the pupils in school. They also liaise with class staff to ensure a continuity of programmes and postural management.
- Alongside these staff, provided through the National Health Service the school commissions additional Physiotherapy time and Occupational Therapy time to support the pupils, families and the staff. Music Therapy is also provided by the school, commissioned through Nordoff Robbins.
- The school liaise well with social care and wherever possible, class teachers will attend social care meeting such as Care Planning or Child protection meetings. A number of the pupils have social care reviews as they access short break care. Many of these meetings are held in school.
- L.D. CAMHS (Learning Disability Child and Adult mental health Service) work within the school offering drop in sessions on a termly basis and attending parents' evenings.
- As a school we recognise the importance of multi agency working and will organise meetings to support a pupil's needs.

Who would be my first point of contact if I want to discuss something?

- Your first point of call should be your child's class teacher. However if you do not wish to speak to them, you are welcome to speak to the Headteacher. The school has a Parent Support Adviser who will also be able to offer support and advice.

Who is the SEN Coordinator and how can I contact them? *(IRR)*

- The Head teacher is the SEN Coordinator for the school.
- The head teacher can be contacted by telephone: 01625 384040 or by email head@parklane.cheshire.sch.uk

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Working Together & Roles

What roles do you have your governors have? And what does the SEN governor do?

- All governors have responsibility for SEN within the school. The Governors are responsible for ensuring the quality of provision across the school.
- In addition we have Governors with responsibility for safeguarding and Looked After Children.

How will my child or young person be supported to have a voice in the setting, school or college? *(IRR)*

- Every effort is made to secure the views of all pupils in the school. The school has an ethos of listening to pupils and valuing their views. A range of communication tools are used within the school to ensure all pupils have the means to express their views, wishes and feelings.
- The school conducts an annual pupil survey which is presented in different forms to ensure as many pupils as possible can participate. The questionnaire is presented across the school by a limited number of staff to ensure it is carried out fairly and results are not being adult led.
- The school has a School Council which is made up from pupils across the secondary department.

What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

- Parents are encouraged to come into school for events and assemblies. In addition the school has an open day where parents can come to see the school “at work”.
- The school has a fundraising group called “Friends of Park Lane Special School” and parents are very welcome to join this group.
- Monthly parent coffee mornings are held in school, often with guest speakers.
- We have parent Governors and when their Term of office is up we inform parents via letter on how they can stand for Governor.

What help and support is available for the family through the setting, school or college? *(IRR)*

- The school can support parents with a range of matters including school transport.
- The school has a Parent Support Adviser who offers support, advice and guidance on a range of matters including help with completing forms, benefits, charitable support and liaison with other agencies. She will meet families on a 1-1 basis either in school or will do a home visit. She is also a trained sleep counsellor.
- In addition, class teachers and specialist teaching assistants will offer support on a range of educational and curriculum matters including behaviour, communication, and emotional and social development. Staff will provide resources for the home including visual timetables, PECS books and other resources.

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Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including trips? *(IRR)*

- All pupils are included in the educational visits made by classes. No child is excluded due to their disabilities. This means that, alongside using the school minibuses, 2 of which have tail lifts, we will hire wheelchair accessible transport, for example if a pupil needs a shorter day due to health reasons.
- Risk assessments are carried out to ensure pupil safety, and staffing levels are planned to meet all the pupil’s needs. Staff are trained to administer medication out of the school setting and the school has 1 trained first aider in each class.
- There are residential trips offered to some classes and these are open to all pupils in the classes. Venues are chosen to meet the pupil needs with appropriate activities planned. Medication and other health issues are looked after by appropriately trained staff. If parents do not wish their child to stay overnight, the pupils can join in on the day trips.
- There are after school clubs open to pupils which are offered on an age basis. These include a film club and a cookery club. Costs are kept low to ensure they are open to all pupils. They do not run weekly but are run for a longer period of time, taking account of the distances parents need to travel to collect their child. Some clubs provide tea. Staffing levels are higher than usual after school clubs to ensure all pupils can access the activities.
- Lunchtime clubs include a choir and ICT club for which there are no charges.

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible?

Details (if required)

Are disabled changing and toilet facilities available?

Details (if required)

Do you have parking areas for pick up and drop offs?

Details (if required)

Do you have disabled parking spaces for students (post-16 settings)?

Details (if required)

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Inclusion & Accessibility

- The Accessibility plan is available from the school and is on the website.
- All rooms are accessible to all pupils.
- Equipment and resources are provided to support those with visual and hearing impairments including large touch screens, Qwerty keyboards, switch operated devices including kitchen aids, hearing loop and sensory room. The staff are supported by teachers from the Sensory Impairment Service including a mobility trainer.
- We have a low stimulus classroom for teaching pupils with Autism Spectrum Condition.).
- We aim to personalise communication to suit families. For those who find it difficult to access written documents we communicate in person, by phone or text. Where pupils and their families require communication through languages other than English (including BSL) we seek to provide translation for key meetings/communications, and would discuss with those families their preferred means of communication.
- A number of our pupils use a total communication approach (signs, symbols and speech). In order to support these pupils, all pupils in school are familiar with some basic signs from the Signalong system (e.g. this is used in whole school assemblies), and all classrooms in school make use of symbols from the WIDGET symbols bank. We are familiar with other augmentative communication tools such as PECS, Signalong, and with text to speech technology such as Prologue 2Go.

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Transition

Who should I contact about my child/young person joining your setting, school or college? *(IRR)*

- Parents are welcome to contact the school directly if they would like to visit. The Headteacher will meet with them and show them around the school.
- Pupil admission arrangements are on the school website.
- The school complies fully with the Equality Act 2010 and the School Admissions Code 2012 in relation to the arrangements for the admission of disabled pupils. Where the school is oversubscribed, all children are admitted in accordance with the published oversubscription criteria. Where a child is disabled the school will make reasonable adjustments and provide auxiliary aids or services where reasonable to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils.

How can parents arrange a visit to your setting, school or college? What is involved?

- We offer individual visits when the school is open so parents can see the school "at work".

How will you prepare and support my child or young person to join your setting, school, or college and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting) *(IRR)*

- Depending upon the age of the child when they join us, they will have visits before joining us supported either by their families or staff from their current school.
- The number of visits will depend on the child and we will be guided by the parents and or school on this matter.
- In school we operate a programme of transition visits when a pupil is moving into the next class or the next stage in their education. They are always supported by staff that they know.
- The transition programme when a pupil moves onto college is dependent upon the college they are moving on to and some are more accommodating than others. Where transition visits are organised by the receiving college, pupils are supported by staff from school.
- Pupils in the 6th Form have a curriculum that aims to prepare the pupils for adult life and includes daily living skills, work experience and independent travel training where appropriate.

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Additional Information
<p>What other support services are there who might help me and my family? <i>(IRR)</i></p> <ul style="list-style-type: none"> • You can contact the Headteacher by phone or by email (head@parklane.cheshire.sch.uk) at any time for information or help. • You can also contact our Parent Support Adviser, Michelle Saxton (parent.support@parklane.cheshire.sch.uk) • Parent partnership can be accessed by following this link (https://www.cheshireeast.gov.uk/schools/parents/parent_partnership.aspx)
<p>When was the above information updated, and when will it be reviewed?</p> <p>This document was written in June 2014. It will be reviewed and updated annually</p>
<p>Where can I find the Cheshire East Local Offer? <i>(IRR)</i></p> <p>From 1st September 2014, the Cheshire East Local Offer can be found at www.cheshireeast.gov.uk/localoffer</p>
<p>What can I do if I am not happy with a decision or what is happening? <i>(IRR)</i></p> <p>If you are not happy with any decision made by the school you should initially contact your child's class teacher. If the matter is not resolved then contact the Headteacher at head@parklane.cheshire.sch.uk or by phone: 01625 384040.</p> <p>If your complaint concerns the Headteacher you should contact the Chair of Governors: Mrs T Palmes.</p> <p>The school will provide you with a copy of the complaints procedure which you can request in writing, by phone or by email (admin@parklane.cheshire.sch.uk)</p>