



SEN and Disability

Local Offer: All age Special Schools

Name of School: Red Marsh

School Number: 02132

School/Academy Name and Address	Red Marsh School Holly Campus Holly Road Thornton Cleveleys FY5 4HH		Telephone Number	01253 868451
	Red Marsh School Willow Campus Ringway Thornton Cleveleys FY5 2NL		Website Address	www.redmarsh.lancs.sch.uk
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details: Red Marsh School offers places for pupils aged 2 – 19. Pupils have a wide range of needs including pupils with Moderate Learning difficulties (MLD) pupils with Severe Learning Difficulties (SLD), pupils with Autism (ASD) and pupils with Profound and Multiple Learning Difficulties (PMLD). Throughout the school some pupils have additional needs arising from sensory impairments and physical disabilities.	
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What age range of pupils does the school cater for?	2 – 19 years			
Name and contact details of your school's SENCO	Jenny Slater Headteacher Red Marsh School Holly Road Thornton Cleveleys FY5 4HH			

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	Jenny Slater Headteacher
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Contact telephone number	01253 868451	Email	admin@redmarsh.lancs.sch.uk
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Accessibility and Inclusion

- How accessible is the school environment?
Is the building fully wheelchair accessible? Do you have accessible parking spaces? Have there been improvements in the auditory and visual environment? Are there accessible changing/toilet facilities? How do you improve access to the setting?
- How accessible is your information - including displays, policies and procedures etc.
Do you have information available in different font sizes, audio information, Braille, other languages etc. How does the setting communicate with parents and families whose first language is not English? How is information made accessible to parents and families with additional needs?
- How accessible is the school?
How do you make use of resources such as symbols, pictures and sign graphics to support children's access to resources? Do you have furniture such as height adjustable tables or alternative ways of presenting activities so that children can access them?
- Do you have specialised equipment (eg; ancillary aids or assistive technology?)

What the school provides

Red Marsh School is a two-campus site, comprising of Holly and Willow Campus. Both sites have recently been modernised and are single storey buildings with a calm and friendly atmosphere. Holly Campus is fully wheelchair accessible. On both sites there is an accessible car park; all vehicles entering the school parking area must follow school procedures.

Holly Campus	Willow Campus
<ul style="list-style-type: none"> • Well-resourced classrooms including two Sixth Form bases. • Sensory room • A 4D Immersive Learning Zone • Access to age-appropriate play and or leisure areas • Access to a food technology room • A large hydrotherapy pool for swimming lessons and water therapy sessions • A wide range of inclusive technology • Fully accessible toilet and changing facilities • Specialist furniture including adapted seating • Two minibuses, with lift and provision for wheelchairs are available to facilitate learning in the community 	<ul style="list-style-type: none"> • Well-resourced classrooms including EYFS classes. • Sensory rooms • Access to age-appropriate play and or leisure areas • A wide range of inclusive technology • Fully accessible toilet and changing facilities • Specialist furniture including adapted seating • Two minibuses, with lift and provision for wheelchairs are available to facilitate learning in the community • An online learning classroom, 'Showbie' for remote learning and home/school communication

<ul style="list-style-type: none"> • A kitchen that prepares healthy lunches; all lunches can be adapted to meet dietary and feeding requirements. • A gastrostomy food preparation area • An exercise track and developing woodland area. • A horticultural area with poly tunnel where pupils are encouraged to grow their own food • A developing forest school and outdoor learning classroom. • Therapy and health care bases • Family support and nurture room • An online learning classroom, 'Showbie' for remote learning and home/school communication 	
<p>Red Marsh School also provides:</p> <ul style="list-style-type: none"> • A total communication environment including specialist curriculum delivery by a teacher and TAs. These staff have understanding of how to adapt the curriculum to meet individual need including how to simplify language and use assistive communication such as Makaton, PECs and communication aids • Modified resources and strategies to support learning and recording of pupil's work • Wide range of resources including: inclusive ICT resources; objects of reference. visual timetables; signs and symbols and multi-sensory resources • When recommended by a therapist, specialist Physiotherapy and Occupational Therapy aids are incorporated into the daily routines of school. <p>Information about school is shared through:</p> <ul style="list-style-type: none"> • The school's vibrant web site; including relevant policies and procedures. Copies of all policies and procedures can also be obtained from the school office on request. • School Spider App. • School Facebook page • Telephone calls • Our online learning classroom, 'Showbie' containing an electronic home/school diary section and remote learning section • Newsletters • Children's work displayed throughout school • Formal and informal meetings, including Annual Reviews. <p>If requested information can be shared in adapted formats for example different font sizes, audio information and other languages. On request our home school link worker can support any parent/carer to access or understand any communication from school.</p>	

Teaching and Learning

- What arrangements do you have to identify and assess children with SEN?
- What additional support can be provided in the classroom?
- What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)
- What SEN and disability and awareness training is available to all staff?
- What staff specialisms/expertise in SEN and disability do you have?
- What ongoing support and development is in place for staff supporting children and young people with SEN?
- What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?
- How do you share educational progress and outcomes with parents?
- What external teaching and learning do you offer?
- What arrangements are in place to ensure that support is maintained in "off site provision"?
- What work experience opportunities do you offer?
- How well does your SEN provision map illustrate the range and level of support for individual pupils or groups with similar needs and the resources allocated to meet those needs?

What the school provides

Red Marsh School offers places for pupils aged 2 – 19. Pupils have a wide range of needs including pupils with Moderate Learning difficulties (MLD) pupils with Severe Learning Difficulties (SLD), pupils with Autism (ASD) and pupils with Profound and Multiple Learning Difficulties (PMLD). Throughout the school some pupils have additional needs arising from sensory impairments and physical disabilities. Our dedicated and experienced staff team have expertise in all these areas.

All pupils attending school have an Education Health and Care Plan (EHCP)

School staff are experienced in assessing the needs of pupils with SEN and disability where necessary assessments are sought from a multi-agency team including an Educational Psychologist and Health Care professionals.

Our staff team ensures the curriculum is accessible for all. The team employ a wide range of teaching and learning approaches to inspire learning and ensure progress for all.

All our pupils receive, as appropriate :

- A stimulating curriculum with differentiated learning outcomes and activities to meet individual need, appropriate to the age of the pupils
- Individual targets and strategies covering all areas of a pupil's EHCP
- Small classes with a high ratio of staff to pupils
- A total communication environment
- Modified resources and strategies to support learning and recording of pupil's work

- A wide range of resources including: inclusive ICT resources; objects of reference. visual timetables; signs and symbols and multi-sensory resources
- Opportunities to learn outside the classroom in the community
- Homework opportunities
- All sixth form students have personalised work experience programmes and college placements
- Sixth Form students have access to a range of accreditation and qualifications which meets their needs
- Programmes to develop attention and concentration skills
- Programmes to support personal and social development including self-help, independence skills and behaviour management skills
- Advice from Speech and Language Therapists, Physiotherapists and Occupational therapists
- Specialist adult support to structure learning.
- High levels of supervision to ensure safety, particularly at unstructured times.
- Programmes to support social and emotional development with individual targets
- Individual behaviour targets and strategies shared with home and school
- Staff trained in de-escalation techniques
- Support for mobility and healthcare needs enabling safe and full access to all learning opportunities.
- Support to develop fine and gross motor skills
- Support to develop co/self-regulation skills
- Individual physical targets and strategies shared with home
- Swimming lessons and hydrotherapy swims
- Accessible PE lessons
- Implementation of Individual care plans
- An online learning classroom for remote learning
- Facilities to support learning outside the classroom

Additional need is met through: increased staffing levels, specialist resources; individual therapy programmes; a range of intervention strategies including specialist physical education programmes and sensory intervention programmes; advice from specialist Inclusion and Disability Support Services.

Where education provision is provided off site all pupils are supported by a member of school staff who is familiar with the needs of the pupil.

To ensure we provide the best possible education for our pupils, all our staff have regular SEN disability and awareness in-service training, this begins with a rigorous induction programme supported by an experienced mentor.

The educational progress of the pupils is shared throughout the year through a formal planned programme including;

- Annual Review meetings
- Personalised Learning Intention Targets

- Meet and Greet the teacher evening
- Parent/carer evening
- End of Year Reports
- Interim meetings

Opportunities to discuss children's progress can also occur at any time and informal opportunities to share achievements with parents are encouraged for example through star of the week certificates, home school diaries on Showbie, telephone calls and meetings.

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

All pupils attending school have an Educational, Health and Care (EHC) Plan. EHC plans are formally reviewed each year in line with the guidelines from the current Code of Practice. The EHC plan can be reviewed more frequently at the request of anyone working with the pupil. In line with current legislations, for pupils aged 2 – 5, the EHC plan is reviewed every 6 months.

The plan and, subsequently, the Annual Review are used to create Personalised Learning Intention Targets (PLITS) for each pupil. The targets set in the Personalised Learning Intention Targets are monitored and reviewed five times a year. Interim reviews can be held according to need.

Rigorous assessment techniques are used throughout school these include the systematic tracking of pupil progress against national data and the tracking of progress towards individualised learning outcomes to match all areas of the curriculum.

When pupils require additional SEN support, school actively seeks advice from a multi-therapy team including: an Educational Psychologist, Clinical Psychologist, Health Care professional and Specialist Inclusion and Disability Support Services who can provide advice for additional needs such as Hearing Impairment and Visual Impairment.

The school uses a wide range of strategies to assess and evaluate the effectiveness of the provision we provide this includes: observation of pupils and their work; analysis of performance data and targets; views of parents /carers, pupils, staff and a range of multi-agency staff. The school also uses a range of external audit tools to ensure outstanding provision.

Awards successfully gained by school include:

- Quality Marks for English and Mathematics provision;
- International Schools Award;
- National Online Safety Award;

- Healthy School Status
- Horticultural Awards
- Eco Awards

Keeping Children Safe

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

What the school provides

The school is committed to a multi-disciplinary approach to safeguarding all our pupils.

The school has rigorous safeguarding procedures in place including a cycle of safeguarding policies, procedures and risk assessments. All the above are completed by identified staff, overseen by the Senior Leadership Team (SLT) and reviewed by the schools governing body.

Individual risk assessments are in place to meet identified need in the form of a plan. These plans include: an individual care plan for all pupils; in addition some pupils may have a behaviour plan, moving and handling plan and or health care plan. Identified pupils have additional risk assessments to meet specific needs. Individual risk assessments are completed with the support of staff trained in specific areas for example moving and handling, registered nurse and parents.

Risk assessments are also undertaken for identified curriculum activities including educational visits and learning outside the classroom, including PE lessons.

During breaks and lunchtime there are high levels of supervision to ensure safety. All staff are familiar with the needs of the pupils they are supervising. Break and leisure time activities take place in a safe and secure environment.

Appropriate to their ability pupils are taught about staying safe and what to do if they feel unsafe. The school has an anti-bullying policy which is available on the school web site; paper copies are available from the school office.

There is an accessible car park; all vehicles entering the school parking area must follow school procedures. Procedures are shared with all parents and carers, staff and LCC transport.

At the start and end of the day pupils are escorted by school staff to and from their allocated transport. When pupils are dropped off or collected by parents, staff will escort the child to the known parent. If parents wish to make alternative arrangements for collecting their child this will need to be agreed with school. On no account will a child be handed over to anyone other than the agreed adult.

Health (including Emotional Health and Wellbeing)

- How do you manage safe keeping and administration of medication
- How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?
- What would the school do in the case of a medical emergency
- How do you ensure that staff are trained/qualified to deal with a child's particular needs?
- Which health or therapy services can children access on school premises?

What the school provides

The school has access to a health care team who work closely with parents and education staff to ensure pupils who require medication or intervention are able to participate fully in the life of the school. These procedures are carried out by trained members of education staff. All staff involved in managing and the administration of medication follow the schools policy, Pupils with Medical Needs.

Medication may be given routinely or in an emergency. In every case, medication is only given to a pupil where the proper procedures are in place and the medication is prescribed

Parent/carers will need to provide school with sufficient information about their child's medical needs if medication, treatment or special care is needed. The information will be recorded on:

- a. The class Care Plans collated by school staff.
- b. The personal Health Care Plans (HCP) collated by the health care team.

The HCP plans will provide detailed information regarding medical treatment for pupils. The class care plans will identify if a pupil has a medical need and if they have a HCP plan. These plans will be updated as necessary but always annually.

When pupils are out on trips or at college, trained school staff may give medication or medical intervention as directed by the HCP. Staff are trained by the health care team. Training includes awareness of medical conditions and individual training in specific interventions.

In an emergency, the emergency services are rung immediately and parents/carers and SLT informed. A member of staff always accompanies a pupil taken to hospital by ambulance, and stays till the parent/carer arrives. Health professionals at hospital are responsible for any decisions on emergency medical treatment when parents/carers are not available.

The school also has on site Physiotherapists, Occupational Therapists and Speech and Language therapists who visit regularly.

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 values the strong relationship built between parents/carers and school staff; believing that the sharing of information between home and school is essential in ensuring all our pupils are challenged to meet their true potential in all aspects of learning.

As part of the school's induction programme parents/carers are introduced to school staff. During the induction to school, parents are made aware who they should contact if they have concerns.

There are many opportunities for parents to communicate with and provide feedback to school these include:

- Induction visits and meetings
- Parent Teacher and Friends Association
- Parent / carer workshops
- Coffee and chat mornings/afternoons with other parents and our welfare team
- Electronic home school diary, as part of our online classroom, 'Showbie'
- Annual parental questionnaire
- An open door policy
- School Spider App

In addition parent/carers are encouraged to ring or visit school if they: require support; have any concerns or wish for further information regarding their child. Teachers are always happy to help parents/carers. Please feel free to contact the Headteacher or Governors should you feel that this is necessary. A copy of the Complaints Procedure is available from school.

To ensure optimum engagement with parent/carers the school is audited through the Leading Parent Partnership Award (LPPA) and has successfully been accredited with LPPA status. If a parent/carer requires support accessing information or attending school steps will be taken where practical to provide support

The educational progress of the pupils is shared throughout the year through a formal planned programme including;

- Annual Review meetings
- Personalised Learning Intention Targets
- Class curriculum maps
- Meet and Greet the teacher evening
- Parent/carer evening
- End of Year Reports
- Interim meetings, if required

All meetings can now be held remotely or face to face

Opportunities to discuss a child's progress can also occur at any time and informal opportunities to share achievements with parents are encouraged for example through star of the week certificates, home school diaries, telephone calls and meetings.

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

Communication strategies personalised to meet the needs of all our pupils allow the school to be confident that everyone has a voice. Strong relationships between pupils and staff ensure pupil voice is heard and acted upon. The School Council meets regularly and the views of the School Council are valued and acted upon.

As many of our learners have communication difficulties it is vital to elicit the views of parents as an important safeguard. School provides many opportunities for parents to communicate their views with school. See section Communication with Parents.

Parents are positively encouraged to take an active part in the life of the school this may take the form of: being a parent governor; joining our active PTFA and attending the many events, workshops and meetings we hold for parents.

Governors are committed to the school having a multi-disciplinary approach to support the needs of all our pupils. Our multi-disciplinary team include Health Professionals, Social Care and Young Peoples services.

The home school agreement identifies school and family responsibilities which contribute towards ensuring pupils are able to meet their full potential.

What Help and Support is available for the Family?

- Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?
- What information, advice and guidance can parents and young people access through the school? Who normally provides this help and how would they access this?
- How does the school help parents with travel plans to get their son/daughter to and from school?

What the school provides

On request the Senior Leadership Team or our welfare team can support any parent/carer to access or complete forms and paperwork.

Advice and guidance is available on request for both parents and pupils this includes;

- Support from a dedicated educational staff team
- Health care team, including links to Learning Disability Team
- Impartial careers/ future planning advice from a range of professionals
- Signposting Social Care
- Signposting to Advocacy Service
- Sign posting to support agencies and counselling services
- Visiting speakers
- Workshops
- Educational psychologist

If parent/carers require support, have any concerns or wish for further information they are encouraged to ring or visit school and speak to the class teacher, senior leadership team or home school link worker. If a parent/carer requires support accessing information or attending school steps will be taken where practical to provide support.

The majority of our pupils travel to school on LCC Transport or are brought to school by their parents. Travel plans are reviewed as part of the annual review process. Specialist transport is available if a need is identified as part of a risk assessment agreed by the LEA.

Transition to School and School Leavers

- What support does the school offer for pupils coming to the school?
- What support is offered for young people leaving the school? (e.g. careers guidance, visits to colleges, apprenticeships, supported employment etc)
- What advice/support do you offer young people and their parents about preparing for adulthood?
- What advice/support do you offer young people and their parents about higher education, employment, independent living and participation?

What the school provides

The school works with parent /carers and other professional involved in the life of the child to create individual transition programmes matched to the needs of each pupil. The transition plans may include home visits, visits to other settings, visits to school, gradual transition programmes and the sharing of booklets/information containing photographs.

Successful transitions to a new class or school are ensured by information sharing and individual transition plans. School share a child friendly transition document with families personalised to individual need each year.

From year eight school works with parents/carers, pupils to begin to plan their transition for life beyond school.

An Independent Careers Advisor supports pupils in Year 9, 11 and 13 to complete a questionnaire to identify interests and advises on options for the future.

Impartial careers advice is provided by the Education Business Partnership (NW) Ltd who support Year 14 pupils to identify their interests and arrange work experience programmes relevant to their individuals.

'Opportunities Fair' are available where parents and young people can explore the opportunities open to them in adult life, including further education, employment, independent living and participation.

The Key Stage Four curriculum is designed to begin the transition to adulthood. Pupils take part in Work Related Learning in KS4 to explore a wide range of job roles.

The Sixth form curriculum is designed to prepare students for life beyond school; for example:

- Preparation for supported or independent living: the curriculum develops a student's independent living skills
- Preparation for further education: the curriculum provides planned opportunities for all students to explore different colleges and courses they offer
- Preparation for supported employment or apprenticeships: students have planned opportunities for work experience placements

The school works hard to ensure 100% of leavers successfully transfer to their chosen destination. This includes individual transition programmes.

Extra Curricular Activities

- Do you offer school holiday and/or before and after school provision? If yes, please give details.
- What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?
- How do you make sure clubs, activities and residential trips are inclusive?
- How do you help children and young people to make friends?

Pupils are encouraged to make friends by having opportunities to mix with their peers during break, leisure times and after school activities. During their time in school pupils are taught how to play and engage with each other. As part of our sixth form curriculum all pupils have the opportunity to attend a residential school holiday.

On a Friday afternoon pupils have the opportunity to access a range of clubs. Examples of these include football club, choir, sensory story and yoga.

Red Marsh After School Clubs

Red Marsh offers inclusive multi sports after school clubs on a Monday (Willow Campus) and Tuesday (Holly Campus). Please ring the school office for details

(After School Clubs are dependent on funding and therefore availability changes throughout the year)

Additional After School Provision

Holiday club

Play Inclusion Project is a holiday club which many of our pupils attend.