



Morecambe Road School — Local Offer



The Local Offer summarises how Morecambe Road School supports children and young people with SEND. The school specialises in meeting the needs of pupils with a range of SEND, including generic learning difficulties and autistic spectrum conditions.

Our Local Offer is published on our school website :
<https://www.morecambe.lancsngfl.ac.uk/school-information/local-offer/>

This is the link to the Local Authority's Local Offer :
<https://www.lancashire.gov.uk/SEND/>



**For further information and to contact Morecambe Road School,
please email office@morecamberoad.lancs.sch.uk
or call 01524 414384**

ACCESSIBILITY AND INCLUSION - WHAT THE SCHOOL PROVIDES

The school buildings and learning areas are fully accessible by wheelchair and all buildings are ground floor. All external entrances are accessible via wheelchair and push buttons are placed at wheelchair user height. The main reception automatic door has pad control opening and the pad is at wheelchair user height. External doors have ramps leading to them and some are power assisted for opening. There are two designated accessible parking bays at the front of the office block and physical access is easily available to all areas of school.

New classrooms and learning environments are always designed with auditory and visual access as a crucial element. Access to the setting is regularly reviewed and is a priority for any new building projects. Improvements to access are planned with stakeholders through discussion and surveys. Evaluation and monitoring are regularly carried out by the Governors of the Finance, Staffing and Health and Safety Committee.

External steps are indicated with white paint or bubbled kerbs for visually impaired stakeholders. Pathways within the school grounds are wheelchair accessible and laid with conipave for pupils and staff who may have limited mobility. Our outdoor learning environment is fully accessible and includes a multi-use games arena, cycle track, woodland area with pond dipping platform, activity trail, forest Friday playground, three gazebos, reading area and polytunnel.

Internal door signs for the Office, Staff Room and Toilets have been replaced with raised symbols and Braille. Objects, photographs, symbols and signing (Makaton) are used to support communication development. Resources, such as the British Sign Language and Makaton, are used as symbols, pictures and sign graphics to support children's learning. Training is offered regularly to staff on how to use 'objects of reference', Makaton and PECS (picture exchange communication system). School buy into Speech and Language support for the pupils through Speech Bubble who provide individualised and bespoke communication advice.

Accessible changing/toilet facilities are provided for each area of school - next to the Therapy Room, on the main corridor, the Key Stage 4 area and in the Lodge. We have staff trained as moving and handling trainers and identified pupils have moving and handling plans which highlight the manoeuvres used by staff in school. Pupils are supported in all of their personal health care and medical needs.

Furniture, such as tables, are provided with adjustable heights. An adjustable sink, food preparation and hob facility has been installed in the Food Technology Room. Technology is used to aid learning and includes an immersive technology library, iPads, Switch technology, sensory equipment and Interactive Whiteboards. The school invests in specialised equipment to ensure inclusion for all - an example of this is the mobile hoist which can be used within school and for access to trips.

Information on policies and procedures are displayed on the school's website and stakeholders are notified of this through text message, see-saw media, emails, parent's evenings, phone calls, one-to-one discussions, pupil admission and review meetings. In addition to the website, school uses admission packs, the parent's handbook and a variety of channels of communication, as and when the need arises.

All parents can be provided with policies and information in Braille and/or alternative languages, as applicable. The staff work closely with the parents and pupils and make themselves aware of those families who may need additional support in receiving communication from school. Support is offered verbally and inclusively. This support may be direct from the class teams, from management or the Family Liaison Officers employed by school. In addition, interpretation services will be procured for meetings, such as Annual Reviews.

School is open to parents at any time and school staff listen to the views and concerns of parents and pupils.

TEACHING AND LEARNING - WHAT THE SCHOOL PROVIDES

Pupils have undergone statutory assessment, have an Education Health Care Plan and are recognised as having generic learning difficulties prior to a school place being offered. We have pupils with a combination of SEND which could range from Physical Difficulties (PD), Hearing Impairment (HI), Visual Impairment (VI), Autism (ASD), Generic Learning Difficulties (GLD), Profound and Multiple Learning Difficulties (PMLD), Severe Learning Difficulties (SLD) and associated behavioural difficulties and complex health needs.

The curriculum for pupils in primary and secondary departments is based on national guidance and is available on the school website. Curriculum delivery is through a rolling plan of topics and is closely matched to pupils' needs. Life Skills and Problem Solving are key skills which we endeavour to promote throughout all areas of the curriculum. We use school facilities, such as the Learning Café, to teach employment and life skills including hospitality and customer service. Pupils are encouraged to be as independent as possible and this is reflected in their termly targets for independence and self-help skills. Appropriate curriculum and provision is underpinned by the social and emotional wellbeing of the students.

Assessments of pupil's progress is made regularly so the teacher knows what each pupil in his/her class has achieved and what needs to be further developed. The class teacher and the support staff regularly meet up to discuss progress. Pupils receive homework which parents are asked to support.

On a daily basis, the class teachers determine the level of support for individual pupils from within the class team. When pupils whose SEND circumstances, health requirements or complex learning needs indicate that additional support may be required, discussions are held between the class teacher and senior leaders to determine what this might be. Typically, this support continues to be provided from within the class team, but may be targeted at specific times, such as play times. If the evidence suggests that a higher level of support may be beneficial, this is agreed with senior leaders. Parents are made aware of the need for additional support and a joint programme of intervention is planned. Nurture strategies and mental health is carried out to support pupils who lack confidence or have emotional and social difficulties.

Morecambe Road School has professionally trained and specialist staff, some with additional external higher qualifications in SEN or Leadership and Management. CPD (Continuing Professional Development) is monitored by the Assistant Headteacher and is targeted at identified areas of skill needs, relates to teachers' appraisals and the developments planned by school. All staff, teaching and support, take part in annual appraisal procedures which identify training needs. We offer and deliver training to local schools on supporting pupils with SEND through our Outreach Services which includes Crisis Prevention, Manual Handling, First Aid and Sensory Training.

Pupils may access external provision through a variety of learning providers. These include local colleges, sports/fitness venues and specialist provision, which are all subject to the same monitoring and evaluation process as internal provision. Regular moderation and feedback is requested for each group and individual pupils, to ensure appropriate and relevant provision is delivered and enjoyed by the pupils. Morecambe Road staff accompany pupils on such visits/programs to maintain safeguarding and consistency of pupil support.

In response to the local need for additional SEND pupil places and to develop a unique provision for our more able pupils, a Key Stage 4 satellite provision has been established at Lancaster and Morecambe College. This group is named Phoenix Pathways and comprises of both Year 10 and Year 11 pupil cohorts. All of the young people attending Phoenix Pathways are on roll at Morecambe Road School. We are responsible for the education of these children and young people and they receive the same teaching and support as they would if they were taught on the Morecambe Road School site. The advantage is that it provides the Phoenix cohort with access to a variety of college courses and facilitates a smooth transition onto Key Stage 5 at college.

REVIEWING AND EVALUATING OUTCOMES - WHAT THE SCHOOL PROVIDES

All pupils in Morecambe Road School have an Educational Health Care plan (EHC) plan. These provide details of the learning needs and support for the pupil named on the plan. Each plan is reviewed every year (in an Annual Review Meeting) for pupils, parents, teachers and all other agencies that may be connected to the pupil's plan (e.g. Physiotherapist, Speech and Language Therapist).

The purpose of the Annual Review Meeting is to look at the plan and make sure it is still relevant and /or up to date for the pupil. Each professional, parent and pupil are asked to contribute to the review to report on any progress made by the pupil during the year under review or request for changes to be made.

The effectiveness of the provision is evaluated during this meeting by looking at targets previously set by all the professionals involved. New targets will be set for the up and coming year.

After the meeting the Local Education Authority (LEA) and all contributors receive an Annual Review Summary Report which details the evaluation of provision, progress made by the pupil and any request for changes to be made to the child's plan.

The LEA examines the Summary Report (as well as all reports submitted for the Review Meeting) and any requests for changes and informs parents and professionals, in writing, of their decision.

Since 2016, 'B Squared' has been our main assessment tool at Morecambe Road. We have invested in a number of upgrades in order to assess our wide variety of learners. Learning progress and targets are mapped on the platform 'B Squared' to provide evidence of achievement for each pupil. All Frameworks (although with differing numbers of Steps) require an 85% completion of a Step, in order to move onto the next Step. The Frameworks are fluid and pupils who start on a Pre-Subject Specific Framework such as Engagement Steps can move onto Progression Steps (Subject Specific) at any point during their time at Morecambe Road. Targets are set by class teachers and these are reviewed at the end of every term. Evaluations are shared with parents, management and Governors.

Morecambe Road has been a member of NWSCAP (North West Specialist Curriculum Assessment and Pedagogy group) which is a cluster of Special Schools who share End of Key Stage Data (Year 2/Year 6/Year 9/Year 11) in order to provide Expected and Exceptional targets for our pupils. The Key Stage 4 learner outcomes (exam results and course accreditation) with Year 11 destinations are published on the school website. This can be found on the Performance and Assessment page on the website.

All stakeholders (including parents/carers and Governors) are asked to contribute their evaluation to school improvement planning and information relating to achievement. Pupil progress is shared with the Governors Curriculum sub-Committee.

KEEPING CHILDREN SAFE - WHAT THE SCHOOL PROVIDES

Morecambe Road School is a very warm and welcoming school and provides a secure and protective environment for the pupils, staff and any visitors to the school. The buildings and grounds have many secure and protective systems that have been put in place for the safety of anybody who wishes to be there.

All staff receive safeguarding training on an annual basis. Interview panel members undertake safer recruitment training and the Designated Safeguarding Leads complete specialist training on the role. Safeguarding information is shared in various forms including daily morning meetings, weekly briefings and email bulletins. Governors have received safeguarding training, with some completing online safer recruitment training.

The school is secure at all times during the day and can only be entered by the use of an access card. All visitors have to 'sign in' to the school via the Inentry system in the main reception area. Visitors have to wear lanyards and photograph badges. A red lanyard is given to visitors who have not provided their DBS certificate and a yellow lanyard to those who have. All visitors are asked to provide photographic ID. The lanyard and signing in system are widely communicated and older pupils are aware of the visitor system. All staff and older pupils are encouraged to question a visitor unsupervised in school with a red lanyard.

On the first visit to school, visitors are provided with a First Visit Safeguarding Leaflet which covers a summary of Do's and Don'ts including the designated safeguarding leads in school. Photographs and names of all safeguarding leads are displayed in the main school reception.

Most of the pupils arrive at school by passenger assisted transport arranged by the local authority. The vehicles (cars and buses - referred to as 'Taxis') arrive before the start of the school day (8.50 am) and park within the school grounds. Other pupils are brought to the school by their parents. A small group of older pupils travel independently via cycle, walking or bus. In good weather all pupils are helped onto the school playground safely by a team of school staff. This school duty is called 'meet and greet' and it provides a warm welcome to our pupils and parents where applicable. We have introduced each morning the 'walk a mile' around the school cycle track, where the pupils can meet with each other and member of staffs before they go to their lessons. This gives pupils time to relax after what can be long bus journeys into school and gives teachers and teaching assistants opportunities to help pupils who may require support before the start of the school day. In poor weather the pupils are escorted directly into the school from their transport.

At the end of the day (3.10 pm) pupils who use LA transport are escorted to their 'taxis' safely by teams of school staff. The taxis will have arrived approximately 10 minutes earlier and will be parked in an orderly manner on the primary school playground awaiting safe delivery of the children. Pupils collected by their parents are taken to the collection point in the secondary school playground. Pupils will only be released to parents, relatives or friends that are known to school staff and have been authorised by school/parent agreement. A pupil pick-up password is in operation at the school and this is recorded on the SIMS database. During the day pupils are moved safely around the building by staff and when outside in the school grounds or on the playground they are monitored carefully by a team of school staff. Many systems (e.g. duty rotas, risk assessments, care plans, moving and handling plans) are in place which ensures a member of staff or a team of staff are with and monitoring the pupils throughout the day.

At playtimes and lunch times pupils will either be monitored on the school yard, in the lunch hall or perhaps in one of the many school activities or clubs that have been arranged by staff. All primary pupils (and vulnerable secondary pupils) are monitored at lunch times by staff, in some cases assistance with eating is given (including tube feeding).

Morecambe Road School has approximately 200 pupils and 95 staff. All staff will have current and up to date first aid training (including some with paediatric training) for the safety of the pupils, staff and visitors. Class staff are trained in Crisis Prevention (keeping pupils safe) and Moving and Handling. There is also a defibrillator in school which several staff have been trained to use.

The school is very Health and Safety conscious and produces risk assessments of its systems and operations (e.g. Minibus usage, playground safety, educational visits), its buildings (e.g. the safety of all functional rooms, the use of the pond) and of course all trips away from school by the pupils. Four members of staff are trained as Educational Visits Co-ordinators (EVCs). The EVCs assess visit detail and provide approval for visits. Staff receive regular training/updates on educational visits and we use the county's EVOLVE system to submit and gain approval as required. Trips are also reported to the Governors via one of the sub-committees.

A number of statutory policies are available on our website. Parents who wish to access school policies (e.g. the Anti-bullying policy) can do so by visiting the school's website or by asking a member of the school office to supply a copy. Call 01524 414384 for assistance.

HEALTH (INCLUDING EMOTIONAL HEALTH AND WELLBEING) - WHAT THE SCHOOL PROVIDES

Morecambe Road School provides a pupil centred approach to all our pupils. We work very closely with our parents and all professionals (involved with the pupil) to meet the provision and care needs for each pupil. To meet this aim, Morecambe Road School pay for professional support from an Educational Psychologist who is able to provide guidance to staff, evidence of need and produce professional reports.

All staff (where necessary) are trained in First Aid, Moving and Handling and Crisis Prevention as well as specialist training required for the diverse needs of our pupils (e.g. Autism training, generic learning difficulties training) If a pupil presents with a need that we have not previously encountered, staff training is organised immediately.

Where a pupil requires a care plan, all relevant professionals and parents are consulted in the creation of this plan. Once agreed by all parties the plan is then shared with all staff.

If pupils have medication needs, these will be met by highly trained staff that can access the medication (with prior parental agreement) under controlled security access conditions. Where a pupil needs emergency medical care, they will be taken to Lancaster Royal Infirmary (with a member of staff) or a paramedic team would be called to deal with the emergency initially at school. At all times parents would be contacted immediately. Medication is handed directly to an identified member of staff each morning and is then safely stored in locked medication cupboards. This system in reverse occurs at the end of the school day.

During educational visits, care plans are taken off site by a designated member of staff and any medication administered is recorded and counter-signed. Any staff trained in specific procedures (e.g. tube feeding, emergency medication) have their training dated and recorded, the details of which are held centrally.

Pupils are encouraged to be fit and healthy and active. Pupils are encouraged to develop their cycling skills and we have a range of adapted trikes and bikes. The school extends the opportunities for a healthy lifestyle through its school lunch menu, residential activities, clubs and food technology lessons. We monitor pupils' weight and share any concerns with parents and where needed a food diary may be used to record what a pupil is eating during the school day. A range of lunch time and after school clubs are offered to pupils and include sports, dance and yoga.

COMMUNICATION WITH PARENTS - WHAT THE SCHOOL PROVIDES

The school website provides detail on the governing body and staff. We endeavour to regularly and effectively communicate with parents and this has been reflected in our Leading Parent Partnership Award. We have two members of staff who work as Family Liaison Officers to support parents who will provide advice, give information or support families to complete forms or work with other agencies. The Family Liaison Officers and classes arrange events for the parents to meet and socialise such as coffee mornings.

Curriculum information is electronically shared with parents/carers via the school website. Photographs of class work and activities are regularly uploaded by classes either onto Facebook or Seesaw (with permission from parents).

We prefer that parents/carers make an appointment to discuss any issues they may have. This enables us to ensure that staff are available to meet. Some parents/carers prefer to phone or email staff. Further information about raising concerns can be found on the website under the section on policy/complaints.

Throughout the year, we have whole school activity days and events that parents/carers are encouraged to join. We hold an Awards Day and Year 11 Achievement Celebration in the autumn term and the relevant parents are invited into school to attend. We hold parents evenings twice per year and invite parents to attend the Annual Review for their child's Educational and Health Care Plan.

Other channels of communication include Groupcall Messaging, a weekly parents bulletin, termly Newsletter, school facebook and emails, both to class groups and individual pupil parents.

WORKING TOGETHER - WHAT THE SCHOOL PROVIDES

We have a Primary and Secondary Pupil School Council who meet regularly throughout the term and who are ambassadors for school; representing the school at pupil parliament for example. Council members have an opportunity to influence specific elements of school life e.g. playground activities, healthy food options, lunchtime clubs. The School Council is encouraged and supported to establish the opinions of other pupils in their class. We endeavour to ensure that all of our pupils have a voice and the school uses a total communication approach to ensure that pupils' can express their likes, dislikes, wants and needs.

Assemblies, themed days and weeks (linked to festivals and important calendar events) emphasise the social, moral and spiritual ethos and promotes the school's vision of working together and valuing achievement. The Governing Body seeks representation from skilled personnel who can support and enhance provision in this school.

Each family signs a home school agreement before their child starts school. This has clear information about roles and responsibilities, including school uniform, homework and home school communication. See information above for parent involvement and communication.

Events and performances are celebrated throughout the year to demonstrate an acceptance of diversity and equality both in the school stakeholders and outside community. This may be class based or whole school such as culturally themed school lunches.

WHAT HELP AND SUPPORT IS AVAILABLE FOR THE FAMILY - WHAT THE SCHOOL PROVIDES

The school works closely with parents/carers. Parents/carers sign a home school agreement which gives detail about supporting their child's learning at home e.g. encouraging their child to complete their homework.

Some families need extra help at different times during their child's time at Morecambe Road School. This may involve form filling and staff will support parents with this. Some parents/carers need assistance with specific aspects of home life for their child and we have some capacity to help with these areas (e.g. behaviour, sleeping and eating). We have access to a range of guidance sheets and parents are supported to implement these strategies.

Workshops and training are arranged for parents/carers on a range of topics, including behaviour support, early communication and online safety. When appropriate, parents & carers are signposted to externally run courses or advice.

Families in economical need are supported with information and assistance. This includes the distribution of food boxes, access to charity grants and support to access basic life needs, such as beds and clothing. The school will apply for financial donations to reduce the cost of pupil opportunities, like residentials and the Duke of Edinburgh Award, so that it is affordable for all, often with parents not having to make any financial contribution.

Morecambe Road School has three motor vehicles. These are primarily used for class trips but are also deployed for the collection or taking home of pupils, generally in circumstances when transport is not available.

TRANSITION TO SCHOOL AND SCHOOL LEAVERS - WHAT THE SCHOOL PROVIDES

Prospective parents are welcome to visit Morecambe Road School to see what our school offers. For all pre-school children a home visit is undertaken prior to their first day and if required, class staff will attend a transition meeting with the child's previous setting.

All new parents/carers complete information sheets detailing contact information, permissions, medication and most importantly key information about their child that they want school to know. Some parents/carers feel more comfortable with a phased introduction to school if they have very young children.

For most pupils who join us there is an opportunity to attend transition session(s). Whenever possible staff also visit their previous school. Transition is planned carefully with parents and takes pupils' individual needs into account.

Pupils who move within Morecambe Road School from Primary to the Secondary Phase are also included in a transition process. It is recognised that this will also be a significant change in their time at school.

We support all our pupils with their decisions on Post 16 options. At the end of Key Stage 4, the transition from school is an important time for all young people and their families, as they will start to prepare themselves for choices beyond education and make decisions about their future, including where they might want to live as they gain adult independence. Leaving school and deciding what to do next is difficult for all young people, but it can be even more complex if someone is disabled or has a learning disability. This can also be an anxious and worrying time for parents or carers as they consider the future for their son or daughter. School will schedule meetings with the pupils, parents and relevant professionals to ensure all questions are answered and the stages of transition are clear.

EXTRA CURRICULAR ACTIVITIES - WHAT THE SCHOOL PROVIDES

We aim to have a range of lunchtime clubs on offer. The nature of the clubs reflects the needs of pupils in school. There are no charges for these lunchtime clubs and may include:

- Singing • Cycling • Pride group • Gardening • Art • Eco Council

We also aim to offer regular after school clubs and these include (some charges may be made due to external provider costs):

- JUDO • Sports & Games • Dance & Movement

MOROs is an extended service provision at Morecambe Road School; managed, located and staffed by Morecambe Road School. It includes a holiday club (run through the Lancashire Break Time funding) and After School Club.

As a service delivered by the school, the clubs are governed by the Curriculum and Extended Services Committee and all school policies and procedures apply to the clubs and staff. Please refer to our schools Policy page on the school website. Sessions are designed to give SEND pupils the experience of a wide range of creative and physical activities that will improve their confidence and independence.

Residential trips are offered to pupils and we use a range of providers depending on pupil need. As appropriate, we visit fully accessible outdoor educational centres, like Bendrigg Lodge. Annually, we arrange a Year 6 residential to Borwick Education Centre, Year 8 residential to Water Parks Coniston, as well as the Duke of Edinburgh Award Scheme at both Bronze and Silver level. Prices for residential visits vary depending on discretion and the awarding of grants or donations. We always endeavour to make a minimal or zero charge, as we acknowledge the unique opportunity these activities provide in promoting self-confidence and independence.