

North Lakes School Local Offer to Parents of Children who may have Special Educational Needs

North Lakes School is a fully inclusive junior school (7-11), fully committed to providing for the needs of each and every child in its care. It is proud of its Strategically Resourced Provision which operates in partnership with three other local schools in the Eden Valley who have similar facilities. The partnership is well established and is constantly creating new ways of supporting children within this facility.

North Lakes School offers strategic resourced provision for children with physical/medical needs, severe learning difficulties and those on the Autistic Spectrum. We have superb resources including a mini bus, ball pool, sensory room and changing facilities. The 'Grasmere' resource area is at the heart of our inclusive school. The whole school is on a level surface so children can access all areas comfortably regardless of physical ability. We also have hoists to ensure all resources are accessible to all.

Facilities at North Lakes include a staff team that has a high degree of expertise. Some teaching staff hold nationally recognized qualifications in autism, specific learning difficulties, and severe learning difficulties. Staff have individual interests and have additional areas of expertise which include behaviour management, nurture and reading intervention.

The school has formed good relationships with medical services (physiotherapy and speech therapy), specialist advisory teachers, the educational psychologist, social services and voluntary agencies.

North Lakes School was accredited with the Inclusion Quality Mark in October 2014 and again in October 2018. It is an enormous achievement and recognises our total commitment to the inclusion of all children within our school. The assessor rigorously assessed our school and met children, governors, parents and staff during her day at North Lakes. The report read:

"North Lakes is a school where children and their families are welcomed into the warm and inclusive atmosphere and are given a voice. The wellbeing, social and emotional needs and inclusion of children is given as high a priority as the academic needs so that the whole child is nurtured. There are high expectations for every child to achieve their best. The whole school team strives to remove barriers to learning, however these may be presented and collaborates to find solutions. This desire to see children achieve as well as, or better than, their peers academically ensures that many successful strategies, systems and processes have been embedded and that reflection and research is used to inform future provision."



*Learning together, valuing all,
enjoying and achieving*

Assessor: Lesley Colthart – October 3rd 2018

Findings confirmed by Inclusion Quality Mark (UK) Ltd:
Joe McCann MBA NPQH (Director of Inclusion Quality Mark (UK) Ltd)

The leadership team has maintained the good quality of education in the school since the last inspection. You lead a happy, welcoming and very inclusive school where you teach pupils to be reflective and resilient learners. As result of the determined leadership of you and your deputy head teacher, staff provide a nurturing environment which develops pupils' confidence.'

Ofsted September 2018
Elizabeth Stevens - Her Majesty's Inspector

Our Local Offer describes the wide range of provision available at North Lakes School, linked with our Infant feeder school(s), to support identified children as and when appropriate. Our commitment to being a fully inclusive school means that each child will have the equal access and opportunities they require to fully access quality learning and development.

We have prepared a list of likely questions and prompts on the following pages. If parents still have questions, then please do not hesitate to contact the school.

Frequently Asked Questions

Question	Prompts	Answer
How does the school know if children need extra help and what should I do if I think a child may have special educational needs?	<ul style="list-style-type: none"> How do you identify children with special educational needs? 	<ul style="list-style-type: none"> Previous knowledge and or information from external services. Experienced may staff raise a new concern. A concern may equally be raised by a parent. Concerns may be raised by an outside agency. Assessment tracking systems that feed into rigorous Pupil Progress meetings will make it apparent where there is a lack of progress and specific issues are impacting upon progress. These are identified and discussed resulting in agreed action(s) which are quickly acted upon.
	<ul style="list-style-type: none"> How will I be able to raise any concerns I may have? 	<ul style="list-style-type: none"> North Lakes School encourages parents to contact school immediately with any concerns. Please discuss any concern with the class teacher or SENCO, Ms Chris Rollings.
How will school staff support my child?	<ul style="list-style-type: none"> Who will oversee and plan the education programme and who will be working with my child and how often? 	<ul style="list-style-type: none"> Class teachers are responsible for the education of all the children in their class. They plan the education programme for children who have or may have SEN with support from the school's Special Educational Needs Coordinator (SENCO). Where appropriate, children may be supported by an additional adult such as a Teaching Assistant. For example, this support could be in class, in a small group outside the class or one-to-one. There are intervention opportunities including maths, writing, reading, phonics, nurture and SULP. There is also a well-being advisor who supports children with social and emotional difficulties. A parental support advisor supports families with attendance. School is analytical and seeks new opportunities e.g. Mini Police; Musical liaisons e.g. Sunbeams/Jilly Jarman

<p>How will school staff support my child? (cont)</p>	<ul style="list-style-type: none"> • What will be their roles? 	<ul style="list-style-type: none"> • The SENCO will liaise closely with any adult working with your child to develop targets and seek external support/advice when necessary. Depending on need your child may also have access to external specialists. • Each adult will ensure that an appropriate curriculum is delivered to your child at a differentiated level if necessary • Exact roles will vary for each child and be dependent on identified need. • Specialists will provide reports to help the school meet your child's needs. Generally small targets for development are identified and these are then incorporated into the Assertive Mentoring Sheet / Individual Education Plan for your child and reviewed at pupil progress meetings.
	<ul style="list-style-type: none"> • How are the school Governors involved and what are their responsibilities? 	<ul style="list-style-type: none"> • The school has a designated Governor for Inclusion Mrs Christine Mason who liaises closely with the SENCO and reports directly to the governing body
<p>How will the curriculum be matched to my child's needs?</p>	<ul style="list-style-type: none"> • What are the school's approaches to differentiation? 	<ul style="list-style-type: none"> • All teachers embrace the school commitment to high quality, healthy learning experiences, raising the aspirations and achievements of all. The school is committed to the mastery approach and first quality teaching but differentiates to embed deeper knowledge and learning and to provide individual support and intervention where it is necessary. • Staff embrace the school's ethos that all children are equally valued in school. They work hard to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. • Teachers are committed to meeting the needs of SEN children, gifted and talented, travellers, 'Looked After Children', disabled children, bereaved children, children whose parents are sick and children who are caring for parents. • Teachers take account of pupils' prior knowledge, needs and learning before moving forward with the lesson. Whilst delivering first quality teaching and being committed to • the mastery approach, staff ensure that lessons are differentiated as necessary taking into account the needs of all pupils and their preferred learning styles. • Intervention strategies are thorough with Teaching Assistants working closely to support pupil's individualised learning. • Differentiating lessons may involve using specialist resources or equipment, alterations to the timetable, additional adult support, group or individual work. Learning objectives within the lesson are set as appropriate to the child.

<p>How will the curriculum be matched to my child's needs?</p>	<ul style="list-style-type: none"> • How will that help my child/young person? 	<ul style="list-style-type: none"> • Personalised learning meets the needs of many children including those with SEN, disabilities and medical needs. • Mastery and intervention/differentiation ensures that the learning needs of the children are met so that they can access the curriculum. There are opportunities for reinforcement and extension of learning. • Parents will work with their children and teachers to reinforce learning targets at Assertive Mentoring Meetings. These can help parents with their child's learning at home.
<p>How will I know how my child/young person is doing and how will you help me to support my child's learning?</p>	<ul style="list-style-type: none"> • In addition to the normal reporting arrangements what opportunities will there be for me to discuss his or her progress with the staff? • How does the school know how well my child/young person is doing? • How will I know what progress my child/young person should be making? • What opportunities will there be for regular contact about things that have happened at School? • How will you explain to me how his or her learning is planned and how I can help support this outside of school? • How and when will I be involved in planning my child's /young person's education? 	<ul style="list-style-type: none"> • North Lakes School operates an open-door policy. There are 3 pupil progress meetings for all children (Assertive Mentoring meetings) where learning targets are discussed with children, parents and teachers. The SENCO joins the meeting if children have additional special needs. (During Covid, meetings have taken place via School Cloud and Google Meet) • The progress of each child is carefully monitored and tracked on a regular basis. This, along with other information gathered informs staff on the next steps for your child. • Progress and targets are discussed at the Assertive Mentoring meetings. The parents and children know where they are, the targets they have to reach and they discuss how to get there. • Parents are the first and lifelong educators of their children and continue to be involved via, Assertive Mentoring meetings, curriculum meetings and SEN review meetings.

<p>What support will there be for my child's overall well-being?</p>	<ul style="list-style-type: none"> • What is the pastoral, medical and social support available in the school for children with SEND? 	<ul style="list-style-type: none"> • The Assertive Mentoring/ SEN review meetings provide parents with an opportunity to participate in setting learning goals and supporting their child to meet them. • In some cases, your child may require an individual support plan or behaviour management plan which will be drawn up in consultation with you and your child and reviewed regularly-we call it the North Lakes Pupil Passport. For some children with profound and lifelong needs an Education Health and Care Assessment may be requested with advice and support from external agencies. • A wide range of small group interventions are used to support the wellbeing of children with SEN and to promote positive behaviour. For example the 'Sanction' group, 'Sanctuary group', nurture group, playtime games leaders, P4C, and SULP. • Some children are supported by the school's Psychotherapeutic counsellor on a weekly basis, others drop in for reassurance. • Thrive sessions are run in school-to address behaviours caused by interrupted emotional development. These are run over 3 afternoons. The Thrive pedagogy has been embraced by the whole staff where they Attune to the child's needs, validating the experience, consolidating the child's needs and regulating the behaviour. Place is embedded which is the best atmosphere for emotional learning: playful, loving, accepting, curious and empathetic. Children feel safe and eventually will self-regulate. • External agencies are sometimes involved in social and emotional programmes working with a child on a 1:1: Eden Young Carers, Barnardos, Cumbria Family support and CAMHS.
	<ul style="list-style-type: none"> • Do you offer any parent training or learning events? 	<ul style="list-style-type: none"> • Where appropriate we signpost parents to relevant agencies within the communities who can offer further support to you and your child. Follow this link to view the Cumbria Local Offer. • Questionnaires have identified the training needs of parents and the school has engaged parents with literacy, numeracy and ICT training. • Learning is shared at curriculum events, and curriculum maps are published on our website. • Parents are encouraged to come into school and work alongside the children. • Homework also provides an opportunity for parents to reinforce and extend their child's learning. • The staff are highly trained and all have a minimum of Safeguarding Level 1 training, Safeguarding staff are trained to level 3. The staff have all 'Team Teach training/Total Train' and Moving and Handling qualifications. Specific staff have first aid qualifications. All staff are trained in food hygiene. • Thrive family workshops will be available to parents. • The Safeguarding Lead professional provides support to children and families to support them pastorally and medically and liaises closely with a wide range of external agencies to ensure needs are met.

What support will there be for my child's overall well-being?	<ul style="list-style-type: none"> How does the school manage the administration of medicines and providing personal care? 	<ul style="list-style-type: none"> The school follows statutory guidance in the administration of medicines and provision of personal care. The school regularly reviews its medicine and intimate care policies. Where there are distinct medical needs, your child will be subject to a 'Health Care Plan' drawn up by school, health professionals and parents. If medicine is required to be administered agreements are made through the "Health Care Plan" for the delivery of the medicine. Medicine can only be administered if directed by the doctor and require administration four times a day. The designated SEN Governor has had recent training on administration of medicines and the law. If your child has asthma you will be required to ensure inhalers are charged and in date.
	<ul style="list-style-type: none"> What support is there for behaviour, avoiding exclusions and increasing attendance? 	<ul style="list-style-type: none"> North Lakes also employs a Parent Support Adviser to work alongside families, minimising any disruption to teaching and learning. We work closely with all agencies e.g. Barnardo's / EYC/ NSPCC, the Gilford Centre and the Educational Psychologist in order to avoid any exclusions and to increase attendance. There are attendance prizes.
	<ul style="list-style-type: none"> How will my child/young person be able to contribute his or her views? 	<ul style="list-style-type: none"> Pupils select 2 councillors who represent them at School Council meetings. Any suggestions are submitted to the class suggestion box, and then taken to School Council meetings. Pupils are involved in planning, contributing their thoughts and ideas. Philosophy for Children offers the children the opportunity to express their views, to question answers creatively, collaboratively and critically. Pupils also take part in online discussions via our FrogLearn platform. The children are invited to evaluate learning and express their views at Assertive Mentoring meetings/ SEN Reviews. Pupils' views are sought in pupil questionnaires. Blogging is encouraged to express opinions, thoughts, make requests etc (via FrogLearn)
	<ul style="list-style-type: none"> How will the School support my child to do this? 	<ul style="list-style-type: none"> School invites pupils to the Assertive Mentoring meetings/ Sen Reviews. It provides pupils with ICT facilities and a Learning Platform (FrogLearn), a representative on the School Council, suggestion boxes to record their views and a pupil/adult scribe to record pupil thoughts.
What specialist services and expertise are available at or accessed by the school?	<ul style="list-style-type: none"> Are there specialist staff working at the school and what are their qualifications? 	<ul style="list-style-type: none"> Teachers and Specialist staff are North Lakes are highly trained. Qualifications include: Specific Learning difficulties, Severe and Profound learning difficulties, Autism, Team teach, Moving and Handling, Food Hygiene and First Aid.

<p>What training is the staff receiving or have completed to support children and young people with SEND?</p>	<ul style="list-style-type: none"> • What staff development and access to training is available? 	<ul style="list-style-type: none"> • Training is evaluated, reviewed and renewed as part of the annual staff Appraisal process. Staff are kept abreast of CPD opportunities.
	<ul style="list-style-type: none"> • What other services does this school access including: health, therapy and social care? 	<ul style="list-style-type: none"> • North Lakes works with a range of agencies including: The specialist teaching services e.g. Physiotherapy, Occupational Therapy, Speech Language and Communication, EAL team, Educational Psychology, Blind and Visual Impairment, Deaf and Hearing, Physical /Medical, Community Speech Therapist, Health Visitor, Disability Nurse, School Health (Springboard) CAMHs (Carlisle), Social Services, Eden Young Carers, East Cumbria Family Support, MENCAP and Barnardos. • North Lakes also access Riding for the Disabled.
	<ul style="list-style-type: none"> • Do you have any specialist staff and what do they specialise in? 	<ul style="list-style-type: none"> • Specialist staff within school are trained in specific learning difficulties, autism, severe and profound learning difficulties and Reading Intervention.
	<ul style="list-style-type: none"> • Do any other services work closely or in conjunction with your service? 	<ul style="list-style-type: none"> • All providers and agencies work closely with North Lakes School.
<p>How accessible is the school environment?</p>	<ul style="list-style-type: none"> • Is the building fully wheelchair accessible? 	<ul style="list-style-type: none"> • The building is fully wheelchair accessible. There are hoists to ensure full accessibility for all pupils. The school has commissioned its own thorough Equality Access Audit and has responded with an Action Plan and a wide range of improvements to the learning environment.
	<ul style="list-style-type: none"> • Have there been improvements in the auditory and visual environment? 	<ul style="list-style-type: none"> • There are quiet classrooms, and screens have been erected to maximise the capacity for quieter learning. Staff are very well aware of the sensory needs of some pupils who need a calmer classroom environment, consideration has been made to calmer muted colours as staff are aware that some children are visually sensitive.
	<ul style="list-style-type: none"> • Are there disabled changing and toilet facilities? 	<ul style="list-style-type: none"> • North Lakes has a strategic facility resource. The school is fully equipped with changing beds, showers and a hoist for ensuring all children can access facilities.
	<ul style="list-style-type: none"> • How does the school communicate with parents/carers whose first language is not English? 	<ul style="list-style-type: none"> • The school translates all communication to parents and carers who are not English speakers. We also provide full access by providing an automatic translation facility on the school website and Parent Portal on FrogLearn. We employ a Polish speaker. We work alongside supportive agencies where there are 'Refugees' attending school.

How will the school prepare and support my child to join the school or to transfer to a new school or the next stage of education and life?	<ul style="list-style-type: none"> • What preparation will there be for both the school and my child before he or she joins the school? 	<ul style="list-style-type: none"> • Transition is well prepared for at North Lakes. Parents are invited to visit with their children. Staff from North Lakes visit children in their school environments and the children have a transition programme where they visit school and participate in lessons, playtimes and experience a North Lakes school lunch.
	<ul style="list-style-type: none"> • How will he or she be prepared to move onto the next stage (transition)? 	<ul style="list-style-type: none"> • Prior to transition North Lakes staff and the child will have opportunities to get to know each other. In addition, staff, parents and other agencies will meet to discuss essential needs and targets.
	<ul style="list-style-type: none"> • What information will be provided to his or her new school? 	<ul style="list-style-type: none"> • New parents will meet staff and pupils, and contact there will begin two terms prior to transfer. Parents will receive a school handbook and all communication.
	<ul style="list-style-type: none"> • How will you support a new school to prepare for my child? 	<ul style="list-style-type: none"> • Transition to a new school for pupils with special educational needs will start two years before transfer. SEN staff from the secondary school will be invited to pupil progress meetings with the child and parents. • Each child will meet the Headteacher and staff of their potential new secondary school at the end of year 5. • Key workers from the secondary school will work with North Lakes on a transition programme which will begin with several familiarisation visits from the key staff to North Lakes. • Children will then visit their new Secondary school participating in lessons, touring the site and having lunch. They prepare transition packages and complete familiarisation activities including making photograph albums, a plan of their new school. • We work on projects such as Arfur Moe Transition booklet which explores the new environment and the whole process of transition.

<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<ul style="list-style-type: none"> • How are the school's special educational needs budget allocated? 	<ul style="list-style-type: none"> • North Lakes aims to allocate resources appropriately to meet the needs of all children with special educational needs. • Children who have Education Health Care plans will be provided with support for their designated hours plus the additional hours that school are required to contribute from its delegated budget. In line with the new SEN framework children who have Education Health Care Plans will be provided with support using the designated budget as highlighted in their plan. Due to the high number of children with special educational needs and in order to maximise support we occasionally combine support packages so a child will receive more support on a 1:2 or small group basis. • Children receive support at a school level based on their progress and needs as highlighted by their teacher or during a progress review. In this instance we will look at area of need and how we can provide support for this using resources available within school. • The school has a financial responsibility to provide the first 11 hours of support. This is often provided through teaching assistants who are directed to support the needs of specific pupils or wider groups as required. • The budget is discussed and agreed by the Governing Body as part of the annual budget setting process.
--	--	---