



ACCESSIBILITY AND INCLUSION - WHAT THE SCHOOL PROVIDES

The school building, horticulture area and Lodge are fully accessible by wheelchair. The main door has pad control opening of the automatic door and the pad is at wheelchair user height. Accessible entrance to the main school building has been provided at the Primary Phase main door, Main Corridor Back entrance, and two doors at Key Stage 4. These 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 access is easily available to all areas of school.

New classrooms and learning environments have been designed with auditory and visual access as a crucial element. Door signs for the Office, Staff Room and Toilets have been replaced with raised symbols and Braille.

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.

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 questionnaires. Evaluations are carried out by the Health and Safety Committee and through questionnaire sheets to visitors.

Information on policies and procedures are displayed on the school's website and stakeholders are notified of this through letter, text message, 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 school prospectus and channels of communication as and when they arise.

All parents are offered 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.

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

Resources such as the Picture Exchange Communication System and British Sign Language are used as symbols, pictures and sign graphics to support children's learning. Furniture such as tables are provided with adjustable heights. In addition, a sink, food preparation and hob facility has been installed in the Food Technology Room with adjustable height. 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.



COMMUNICATION WITH PARENTS - WHAT THE SCHOOL PROVIDES

Before admission to school, parents are invited to visit school to see for themselves the opportunities and facilities Morecambe Road School can provide for their children. When a place is confirmed an admission meeting is arranged with the Deputy Headteacher and the parent is provided with an admission pack. The meeting includes information on the class that the child will be placed in and the teaching staff. Parents are informed about who to contact if they have a concern about their child. The pack includes an updated school staff list, transport staff list and details of contacts within the Local Authority. In addition to the admission pack information is also posted on the school website. A school newsletter is posted out on a termly basis to parents, which gives them up to date information on school activities with the staff and pupils involved, both curricular and extra-curricular.

Parents may communicate with staff by telephoning the school office, home to school books, by letter and via the school website 'Contact Us' page. The school encourages parents to inform school immediately of their concerns and may meet with the appropriate staff on appointment, or alternatively may ask to see a member of the Senior Management through an open door policy.

Parents are updated through the home to school books on a child's daily learning. Text messages to parents are sent in regard to attendance and achievement. Parents are invited to parents' evenings in the Autumn and Summer Terms and annual reviews. All of which are used as opportunities to discuss progress. School reports on individual pupils are written and sent home to parents during the summer term.

Parents are encouraged to inform school verbally and in writing of feedback, both positive and negative. This is done through questionnaires, encouraging parents to complete the OFSTED parent questionnaire, home to school books, via the website and through the complaints procedure. All of these options are published on the school website. Parents are invited into school for coffee mornings, stay and play sessions and performances so that they can get to know staff on a more informal basis and build confidence about school.



EXTRA CURRICULAR ACTIVITIES - WHAT THE SCHOOL PROVIDES

The school offers pupils a range of lunch-time and after-school clubs, including a Singing Club, Drum Club, Guitar Club, Craft Club, Yoga, Story Club, Recorder Club, Chess Club, Judo Club and First Aid Club. These clubs are timetabled so that pupils know what is available every week or half-term. They are used by the staff to enhance the social skills of pupils as well as improve the skills required to be successful within each club.

Morecambe Road School manages and provides an After School Club, Holiday Club and Saturday Morning Club called MOROs. At this present time due to education transport policy the need for a Breakfast Club is not evident. However, the ethos of the school is to make changes to embrace the needs of its pupils and such changes are constantly reviewed. The Clubs provide a range of activities for the children - including Cinema trips, Jo Jingles, Street Dance, Music Therapy and Life Skills activities. The cost of the Club is heavily subsidised through the Lancashire Break Time funding provided by Lancashire County Council.

Residential trips are organised within Key Stages 2, 3 and 4 and are all inclusive regardless of ability or socio-economic backgrounds. This is ensured through the Governing Body commitment in allocating funds to these costs through the Individual School Budget and Pupil Premium.

As noted above, the lunchtime and after school clubs are free and with MOROs there is a low fee charged to parents. Venues and activities organised are planned with inclusion as a paramount aspect. Staff visit external venues to ensure that there will be opportunities for all pupils to benefit from experiences and that access equipment and facilities are available.

The clubs and extra-curricular activities provide children with the chance to socialise informally and away from the pressures of the classroom. PSHE and RE within the curriculum focus on the need for children to recognise the value of friendships. The school encourages friendship time through the provision of accessible outdoor learning facilities for example two Gazebos and a sensory garden. Children are rewarded and recognised by school through merit awards for being a good friend.



TEACHING AND LEARNING

On a daily basis, the class teacher determines the level of support for individual pupils from within the class team. When pupils whose SEN 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, i.e. break times, circle time, etc.

If the evidence suggests that even higher levels of support may be beneficial, this is agreed by senior leaders as the resource is provided from within the school. Due to the high levels of staffing in each class this is not required very often and only in very extreme situations, would additional support be requested from the Local Authority.

Parents are generally aware of the need for additional support and a joint programme of intervention is planned. Due to the cost, clear measures of success are highlighted so it is possible to identify if the intervention has been successful and if it needs to continue. If so, the support is reviewed on an ongoing basis.

We have pupils with a combination of SEN which could range from Physical Difficulties (PD), Hearing Impairment (HI), Visual Impairment (VI), Autism (ASD), Moderate learning Difficulties (MLD), Profound and Multiple learning Difficulties (PMLD), Severe Learning difficulties (SLD) and associated behavioural difficulties and complex health needs. Each week staff development evenings are used for training purposes and all staff can attend the weekly staff development meetings. CPD (Continuing Professional Development) is monitored by the Deputy Headteacher and is targeted at identified areas of skill needs and also relates to teachers' appraisal needs. All staff undergo yearly appraisal procedures which identify training needs. Regular training is given by the medical team for medication and feeding needs. Appropriate curriculum and provision underpins the social and emotional wellbeing of the students and nurture work is carried out to support pupils who lack confidence or have emotional and social difficulties. The school works towards the SMCS policy and Social, Moral, Cultural and Spiritual activities are identified on Medium Term Planning for each subject. PHSE is a subject with a high profile throughout the whole school.

Assessments of your child's progress are made regularly so the teacher always knows what each pupil in his/her class has achieved and what needs to be further developed. The class teacher and the support assistant also regularly meet up to discuss such progress. As nearly all our pupils have learning difficulties as well as associated SEN, it is to be expected that they will be working outside their age related key stage levels as they progress through the school. Pupils do have varying levels of homework which parents are asked to support.

Pupils access external provision through a variety of 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 pupil, 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.

REVIEWING AND EVALUATING OUTCOMES

What the school provides

All the pupils in Morecambe Road School have an Educational Health Care plan (EHC) plan. These provide details of the provision (e.g. educational, medical.....) needs for the pupil named on the statement.

Each statement 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 statement (e.g. Physiotherapist, Speech and Language Therapist).

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

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 of their decision.

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.

The school is locked securely at all times during the day and can only be entered by the use of key coded security doors. All visitors (parents, contractors, professionals....) have to 'sign in' to the school and once allowed passed the security doors have to wear visitor badges that tell the pupils that this visitor has been allowed into school.

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.

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 and in most cases by the passenger assistants. The taxis will have arrived approximately 10 minutes earlier and will be parked in an orderly manner on the school playground awaiting safe delivery of the children. Pupils collected by their parents are delivered safely by school staff to the school entrance where parents wait for their children. Pupils will only be released to parents, relatives or friends that are known to school staff and have been authorised by school/parent agreement.

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 – please see the school website for examples) are in place which ensures a member of staff or a team of staff are with the pupils throughout the day. There is rarely a moment in the school day when a pupil is not being monitored by a member of staff.

At playtimes and lunch times pupils will either be monitored on the school yard, in the dinner 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 dinner times by staff and in some cases assistance with eating is given (including tube feeding).

Morecambe Road School has approximately 160 pupils and 85 staff. Of the 85 staff approximately 40 of them will have current and up to date first aid training (including paediatric training) for the safety



of the pupils, staff and visitors. Nearly all of the staff have been trained in Team Teach (keeping pupils safe) and Moving and Handling.

The school is very Health and Safety conscious and produces very many Risk Assessments of its systems of operation (e.g. Minibus usage, playground safety), 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. These systems and risk assessments are monitored very carefully by the Local Authority Health and Safety Team (please see examples on our website)

Parents who wish to access 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.

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.

All staff (where necessary) are trained in First Aid, Moving and Handling and Team Teach as well as any particular training required for the diverse needs of our pupils (e.g. Autism training, moderate and severe learning difficulties training.....) If a pupil presents with a need that we haven't encountered recently, (e.g. tube feeding) 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.

Pupils can access Speech and Language Therapists, Physiotherapists, and Occupational Therapists on the school's premises where such needs are detailed on their statements. Access to the school nurse is also available for all pupils.

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.