



Ladywood Outreach Service
Local Offer

School Name and Address	Ladywood School & Outreach Service		Telephone Number	01204 333400 (press 2 for Outreach)
	Masefield Road		Website	ladywood.bolton.sch.uk
	Little Lever		Address	outreach@ladywood.bolton.sch.uk
	Bolton		Twitter	@LadywoodOS
	BL3 1NG			
Does the service specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details: Ladywood Outreach Service was created to support the needs of learners with a range of complex needs, speech language and communication needs and pupils with a diagnosis of Autistic Spectrum Disorder. Ladywood Outreach Service also supports the inclusion of pupils with a variety of Specific Learning Difficulties (SpLD) in mainstream schools and settings across the Bolton Local Authority and beyond	
		X		
What age range of pupils does the Service cater for?	We currently cater for the needs of pupils from 2 years to 19 years of age in schools and settings across Bolton LA			
Name of key staff	Executive Head Teacher: Sally McFarlane Outreach Lead Cate Marsden (Outreach Service) Administrator : Gail Malone (Outreach Service)			

Name of Cluster Leads	North Cluster Lead – Gill Scowcroft South Cluster Lead – Vicky Barker West Cluster Lead – Deb Howarth SpLD Team Lead – Dave Barratt
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Promoting Good Practice and Successes

Our Local Offer demonstrates how we aim to provide children and young people with opportunities to engage in school life and become successful learners. Our school and service moto is **“Believe and Achieve”** and we strive to deliver the best in all that we do and in supporting our mainstream colleagues we can work together to enable everyone to be the best they can be.

Accessibility & Inclusion

What the Service provides

Ladywood Outreach Service is a service for pupils with complex learning needs, speech, language and communication needs, Autistic Spectrum Disorder and Specific Learning Difficulties. We are part of the wider organisation that is Ladywood Teaching School and are located in Little Lever near Bolton. We work alongside our mainstream colleagues in supporting learners with additional needs and enabling them to access the curriculum and participate in the wider school life. We also support pupils directly with a variety of interventions including group activities, 1:1 support and facilitating screening tests when appropriate.

One element of our support includes discussing with schools and settings how to make the classroom more inclusive and accessible to learners not only physically with the environment but also through differentiated activities through the graduated response.

We sign post our schools and settings to other agencies in gaining further advice and support. This may be Speech therapy, Occupational Therapy, Physiotherapy or other health professionals.

Traded offer

In addition to the above core offer and LA work detailed above Ladywood Outreach will offer schools, settings and partner agencies the opportunity to purchase additional support including the following:

- Support to meet the SpLD need (dyslexia, dyscalculia)
- Irlen Screening and advice for meeting this particular need
- Interventions to meet a range of needs as requested by school, with the aim being to train a school based TA to facilitate such work in the future
- Training that is bespoke to the settings needs
- Support to gain a range of accreditations for example Dyslexia Friendly Schools Status.
- Support for new SENCOs, both direct support and facilitating school to school support with an experienced SENCO
- Facilitation of person centered reviews.

Teaching & Learning

What the Service provides

Many of the pupils on our caseload have an Education, Health and Care plan (EHC plan). We support our pupils with an EHC plan by monitoring the objectives in their EHC plan throughout year with the staff working with them to ensure that everything possible is being done to enable the pupils to achieve the objectives towards their aspirations.

We also, where appropriate, attend Annual Reviews and Person Centred Key Stage Reviews to monitor the objectives set, celebrate the successes and plan for the year ahead and identify their next steps for development.

Other identified pupils on caseload are those deemed to be requiring SEN support as part of the graduated response and may need interventions to enable them to access the curriculum and recommend resources that will help the learner be successful.

We offer strategies and intervention for pupils with a diagnosis of Autistic Spectrum Disorder (ASD) to enable them to access learning and life beyond the classroom.

For pupils with a perceived Specific Learning difficulty (SpLD) we can offer to facilitate a full diagnostic assessment for Dyslexia, Dyslexia Screen test (DST) and dyscalculia screening. We can also offer an Irlen Screening test which is a series of colour overlays that can inform if a pupil requires special coloured overlays to enable them to learn more effectively. Advice on becoming a 'Dyslexia Friendly School' and classroom. This service is part of our traded offer.

We support our mainstream colleagues for example by offering advice on how the importance of differentiated activities, securely assessing a child's level of progress, setting appropriate targets, making the classroom more enabling and engaging.

We liaise very closely with other Health and Education professionals and at time liaise with Social care if appropriate to support the child and their family in signposting them to the best agency with the skills knowledge and expertise to meet their needs.

We have a team of Teachers and Teaching Assistants who work seamlessly together and who hold termly 'caseload' meetings with schools and settings to ascertain and prioritise the needs of pupils for the months ahead.

The Ladywood Outreach ethos is that of the wider organisation in that every child is unique and the curriculum needs to be adapted and differentiated to meet the individual needs. This will include traditional methods of teaching in addition to multi-sensory opportunities, therapeutic opportunities and taking into account each child's learning style and method of communication. Enabling pupil to have a voice is an essential aspect of all our intervention and support.

We as a service and school advocate independence and this is encouraged from a very early age using scaffolding and strategies to support the individual. This continues through the journey of a child through school into young adult hood.

All our staff in the Ladywood Outreach Service as in the wider organisation are very highly skilled and trained to meet the needs of our pupils and all of the outreach staff have a teaching commitment either in Ladywood School or in nursery / primary / secondary schools across Bolton. In addition to receiving highly reputable and accredited courses many of our staff facilitate courses for our colleagues across the LA and indeed the wider community. These include courses on ASD, Communication, Working memory, Specific Learning difficulties (Dyslexia/ Dyspraxia), Access Arrangements, National SENCo award, P Levels and many more. All our Teachers are qualified some of which have degrees at Masters level and many of our TAs have undertaken under grad and post grad qualifications to. Ladywood as a Teaching School is committed to continually learning and improving for everyone thus impacting on the standards and high expectations we have for all.

Reviewing and Evaluating Outcomes

What the Service provides

Ladywood Outreach Service where appropriate will support schools and settings in their Annual Review Process by writing reports and attending the meetings. They will contribute at the meetings and support with setting short term goals, targets and aspirations. Through the year staff will monitor the objectives written in statements and long term aspirations in the EHC plans. Pupil voice is very important to the Outreach team and they will seek the views of pupils when supporting them. We recognise the importance of meeting the holistic needs of the child and again where possible and appropriate support will be available and resources advocated to be used effectively with hopefully positive outcomes for the learner.

The Service is committed to multi-agency working and wherever possible makes information available for agencies working with our children and their families if appropriate.

The effectiveness of the Outreach Service and the provision is assessed and evaluated by asking for feedback on impact following interventions, seeking feedback via questionnaires from schools, informal meetings and teachers and TAs providing evaluation forms following interventions.

As a Service we do report back to Woodbridge Trust Board on a termly basis and we have a link trustee with responsibility for the Outreach Service. There are also regular meetings with LA representatives to update them on the Outreach Service as a whole.

Transition

Transition can be a challenging and exciting time for children and families alike and at Ladywood Outreach we are committed to support parents and children to make this time as smooth as possible at every stage from key stage to key stage or from class to class.

Pre School and into Primary School- Pupils joining schools in the Early Years Foundation Stage from Nursery Settings and into primary schools have transition information including successful strategies, resources to use etc. shared with the new settings. In some cases where appropriate transition sessions are planned. If appropriate schools are given support to make transition booklets for the child to take home in the Summer holidays. If a child is transitioning to a local special school we support their established transition process. Once in their new setting in the new academic year we arrange a visit to see how they have settled and continue to move forward. We endeavour to follow each schools transition policy at this important time in their school career.

Year 6 – Year 7 Transition – This is a major part of our work in the Summer Term. We offer a transition package to identified year 6 pupils on caseload and depending on numbers include other children who the primary school consider vulnerable. This can involve meetings with Year 5 parents to inform them of what to look out for in a potential secondary schools and what questions to ask if they visit on an open day. We offer a Year 5 and a 6 parents meeting for all the identified children we are transitioning to explain

what will happen as part of the transition process and how they can support their child in transition and we have honest and open discussions about what to do and say with their children and try not to pass their anxieties on. We work with the children in the schools on a whole range of areas and audit their feelings, worries, concerns and weave this through the package. The school and identified children are then offered up to 5 weekly sessions in their designated secondary school to meet up with and make friends and have the opportunity to work with the children across the LA going with them to the same school. Some primary and secondary schools in Bolton have their own well established transition programmes and for the children going to those schools they access that specific programme. We have to work very closely with **schools and parents** on this as we rely on them to get the children to and from the secondary venues and without their support the transition package would not be as successful as it is.

Post 16 Transition – We liaise very closely with the post 16 providers in supporting young people in their choices and next steps in their career.

At Key points in the school journey children and young people with EHC plans will have a Person Centred review (Y2, Y6, Y9, Y11). The focus of these is to look at long term aspirations and especially as the children become young adults it is about their aspirations about their future.

Throughout the Outreach service we advocate developing independence in our pupils and where appropriate encourage them to take responsibility for themselves in preparation for adulthood. We promote positive behaviour management and being successful into adult life by equipping them with skills and strategies to enable them to become more confident.

Keeping Children Safe

What the Service advocates

All of the staff on the Outreach team have Level 1 safeguarding training and are aware of safeguarding processes within each school and who the safeguarding lead is. Each Outreach member knows to follow the policies of the school and have an awareness of safeguarding due to their classroom commitments.

Whilst in their designated schools the Outreach team role model high expectations of health and safety and especially aware of e-safety and promote this at every opportunity with the children

The Outreach team are aware that every school have a range of policies eg: Safeguarding; Pupil Conduct; Positive Behaviour and Anti Bullying are available from the School offices on request.

Communication with Parents

What the Service advocates

Pupil voice is very important to the members of Ladywood Outreach team many of whom are parents of children and young adults with additional needs. They are acutely aware of the needs and aspirations of parents for their children.

Each school has a list of the Outreach Team that is circulated to them throughout the year and because the team are in schools often they meet parents both formally and informally at post diagnostic meetings, Annual Reviews, Person Centred Reviews, informal meetings at the request of schools, Year 5 & Year 6 transition meetings. We also deliver specific parent courses Early Bird Plus and Cygnet that provide support and information for parents of a child with an ASD diagnosis

A staffing structure is also available on the school website and any staff who are new to the team are given a full induction so that all staff have a consistency of approach in giving each child the support they need

The team are keen to engage with parents and the local community and seek every opportunity to do this for example attending conferences run by parent organisations with information stands, through the transition process and at community events.

Working Together

What the Service advocates

We are committed to working and liaising with all professionals for the greater good of the children and young pupils. We attend joint working parties and are members of multi-disciplinary teams including SALT, BSCIP pathway, ACIS, Selective mutism pathway and many more.

We work on behalf are partially commissioned by the LA and meet regularly to discuss future working and identify needs.

We offer in-reach visits for professionals into Ladywood school and we connect schools together to network e.g. linking new SENCOs with more experienced SENCOs.

Help and Support

What the Service provides

Some parents require support with filling in forms, completing paperwork and accessing information. If this is brought to the attention of a member of the Outreach Team they will communicate to schools that support may be necessary for the parents and carers from staff in the setting.

We are always keen to support our families and we will signpost families to organisations and charities that will provide a range of support. If we are not the most appropriate team to do this then we will seek out other professionals who are and will actively work with the schools to support and guidance.

Ladywood Outreach Referral Process :

In Line with Bolton LA Early Help principles schools and settings can refer to our service using the Early Help Form. Please contact Cate Marsden or Gail Malone for current referral process and documentation.

Who, outside of the service, can I turn to for advice and support?

(Reg 11: Contact details of support services/groups for parents of pupils with SEN, for example parent partnership)

Bolton Inclusion and Statutory Assessment Service

Information Advisory Service (IASSEN – formerly Parent Partnership) 01204 848722

Bolton Parent Carer Consortium- 07715201798

Where can I find information about Local Authority provision for children and young people with SEN?

(Reg 13: Details of where the Local Offer is published)

Bolton Council website www.bolton.gov.uk

Inclusion and Statutory Assessment Service

