

Parent Information Directory 2017/18



**Bleasdale
School**

Learning Together / Achieving Together



Everything you
need to know for
your child's year
at school.

Learning Together, Achieving Together

Bleasdale School

Everything you need to know...

Kairen Dexter, Headteacher, says...

Many thanks for choosing our wonderful school to educate your child. We cater for pupils aged 2 to 19 years with Profound and Multiple Learning Difficulties (PMLD), some with associated complex needs, ASD (Autism) and challenging behaviours. We are a specialist day school which also offers optional residential provision.

Outstanding

We are extremely proud of the provision we offer. We agree with Ofsted that we are an 'Outstanding' school. As a small school our staff know all our children extremely well. Everyone is passionate about the work that is done here. Our school motto, 'Learning Together, Achieving Together', is foremost in all our thinking. It is our aim to encourage and help every individual to reach their full potential and beyond.

Best Practice Award in the Learning Excellence Awards

In January 2014 Bleasdale School was awarded a Best Practice Award in the Learning Excellence Awards from Lancashire County Council.

Support

To help you better understand how our school works, and to remember what we need you to do, we have written this directory. It contains practically everything you will need to know for your child's year at school.

Keep this directory

Please keep this directory somewhere safe, and use it regularly.

Let us know

If you have a question or query, the answer should be in here. If it isn't, let us know and we will include it in next year's directory.

You and your child

I look forward to getting to know you and your child over the coming year.

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What we stand for

Working with parents Communication with parents

Parents/carers are very welcome to join us in school at any time. Please telephone school to arrange a visit. As a school we consider the partnership between home and school as an essential part of our pupils' education and believe that the best educational opportunities are accessed through working together. We keep in regular contact with our parents/carers through Home/School Communication books. This provides the opportunity to share news and information with each other. Parental/carers' contributions in this Home/School book are essential particularly if pupils are living some distance from home.

Leading Parent Partnership Award

In February 2013 we achieved the Leading Parent Partnership Award (LPPA) which we hope will help strengthen and develop our school's partnership with parents and carers. It is a DCSF endorsed award, which will provide us with a valuable school improvement tool and also give us national recognition for our commitment to working with you as parents and carers. We have recently (July 2016) been re-accredited with the LPPA.

Feedback

We welcome feedback directly to the teaching staff, office, via Home/School diaries, an annual review, annual 'Reporting to Parents Day' and via annual questionnaires. We also welcome feedback through the OFSTED parent view website. If you have any concerns about your child's education, please speak to their class teacher as soon as possible. If your child is a residential pupil, please contact their key worker. Senior members of staff will help if the teacher or key worker cannot assist. We also welcome parental and community involvement. We encourage parents to take an active part in school life including:

- joining the Fundraising Committee.
- helping with class activities.
- afternoons sports activities.
- school productions.
- religious festivals.
- joining the PTFA

Parent Evenings

We hold annual Reporting to Parents Days together with regular Parents' Evenings. And we have frequent 'open days' and coffee mornings/afternoons which give parents/carers the opportunity to meet and chat to staff on a more informal basis. Look out for our latest news and events on the school website.

News and newsletters

Parents and carers receive termly newsletters which give them regular and up to date information.

At home

Naturally 'parental involvement' is not confined to school. Children are learning all the time and their parents are partners in education with the school. We do provide homework, in line with the needs of the children, their age and their ability and in line with national expectations; we hope that it remains a time when children and parents can have some fun working together.

The Home School Agreement

The school also issues parents/carers with a Home/School Agreement, which is a shared commitment between the home and the school. It sets out what the school and parents agree to do to contribute to each child's education. The Chair of Governors, the Headteacher and parents all sign a copy of this Agreement.

Contacting Parents

In case it is necessary for a child to be sent home because of an accident or illness, it is essential that there is not only a daytime contact phone number, but also an alternative contact. You will appreciate the need to keep this information up to date and it is vital that the school is notified of a change in circumstances as soon as possible. 'Contact-Parents' is a facility within school and allows us to contact parents/carers more quickly and efficiently through text messages.

Parents and Ofsted say...

"The school has wonderful, dedicated and truly caring staff." **Parent.**

"In this small school individual pupils' needs in all areas of their developments are understood and planned for extremely well." **Ofsted 2012.**

"I wouldn't like my daughter to go anywhere else!" **Parent.**

"Bleasdale School is an Outstanding school which has continued to build on its previous Outstanding inspection findings." **Ofsted 2012.**

Key Information

What are our school times?

- Start of the day: 9.00am.
- Mid-morning break: 10.30-10.45am.
- End of Day: 3.30pm.
- Lunchtime: 12.00pm-1.00pm.

Arrivals and departures

Where parents bring their child to school, we ask that you arrive at the main reception area. The office staff will then inform the class staff that your child has arrived and a member of the class team will come to meet you and take the child to school. At the end of the day, we ask that again you arrive at reception where your child will be brought to you by a member of the class team.

Uniform

A simple uniform is helpful in establishing good standards of appearance in school and by wearing it children quickly feel part of the community. Our uniform consists of a white polo shirt, blouse or shirt, and grey trousers, skirt or jogging bottoms. These items can be bought from any supplier.

Students can also wear a choice of clothes with a school logo on them, including sweatshirt, polo shirt, cardigans and hoodies. These are ordered direct from the supplier and will be sent home with your child when they arrive. Our Post-16 students do not wear the school uniform. Emerald green book bags are also available.

Please ensure that all items of clothing and PE kit are clearly labelled with your child's name.

Food in school

School meals

We have our own school cook and all meals are freshly prepared on the premises. Individual menus and diets are always taken into account.

Free school meals

All children in Reception and Years 1 and 2 (Key Stage 1) can have free school meals. To continue receiving free school meals from Year 3 upwards, families need to receive the following:

- income support.
- job seekers allowance.
- child tax credit.
- or be asylum seekers or refugees.

For more information, please contact the school office. All applications are treated confidentially.

Dinner money

The cost of a school dinner is £2.20 per day. Payment is weekly by cash or cheque and through Parent Pay. Please send payments in an envelope marked with details of your child's name and class. Cheques should be made payable to Lancashire County Council.

Packed lunch

As part of our healthy eating policy, we encourage pupils who eat a packed lunch to enjoy a balanced diet including, for example, a sandwich, cereal bar and a piece of fruit. We do recognise, however, that individual health and dietary needs vary with each child. If your child brings a packed lunch to school, it must be in an unbreakable container, clearly labelled with the child's name and class. Children should not bring in any drinks for lunchtime.

Fruit and drinks

All children in Reception, Year 1 and Year 2 are provided with free fruit every day. If your child has any allergies, please ensure your child's class teacher is made aware so that an alternative fruit may be provided that day.

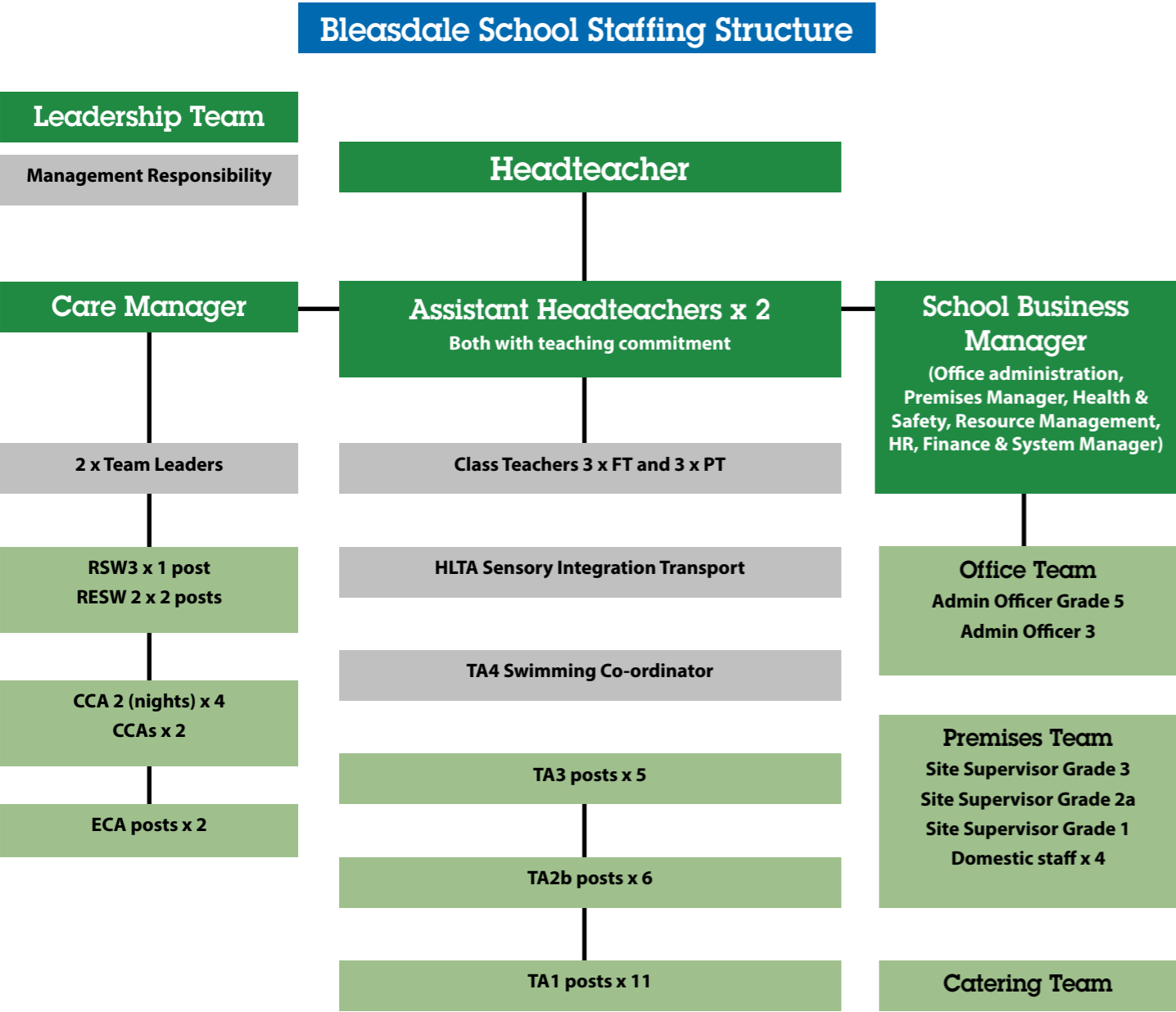
Snacks

All pupils are allowed to bring in a piece of fruit or healthy snack for break time.

Water and milk

We provide all children with fresh water. Children up to the age of five are entitled to free school milk.

Please note that we are a nut free school.



Special Educational Needs

Pupils with special educational needs will be admitted to Bleasdale School in line with the school's admissions' policy. Staff at Bleasdale School are experts in their field. They are trained in Moving and Handling, Team Teach and dysphagia. The school also holds in-house training on Makaton. All new staff undergo an in depth induction which includes any training required. Parents form an important part of the school. Meetings are held to work closely with parents ensuring all their child's needs can be fully met. The school collects all relevant information and plans a relevant differentiated curriculum for every pupil.

Balanced
Bleasdale School is committed to a broad, balanced and relevant curriculum for all of the pupils in school, which includes access to the National Curriculum, modified where necessary. Access to the National Curriculum is ensured through the use of an agreed programme of themes and schemes of work which deliver all aspects of relevant programmes of study. The curriculum is delivered through a sensory approach. Pupils are encouraged to take an active part in their assessment for learning. Each class involves the pupils as much as they can and ensures that all pupils know what is expected of them. The school holds an annual review of the EHC Plan (or statement, if not yet converted).

Reviews
If a child is under 5 years of age they will have a six monthly review. All professionals involved with the child are invited to this review along with parents/carers. The pupil also attends the review and shares a PowerPoint presentation, with the help of the class teacher, illustrating areas of progress. The pupil also presents an 'Important to Me' bag which forms part of the child's communication passport. A video showing the pupil at work is also shared at the review.

Transition
Transition reviews form an important part of a child's education. The school ensures that pupils move seamlessly throughout school, by ensuring information is passed on, transition between classes takes place and a member of staff who knows the pupil well moves up with them. Transition Reports are written at the Year 9 review alongside parents and the Transition co-ordinator. These are then updated on an annual basis. School ensures that transition to establishments outside of Bleasdale School take place well before the pupil leaves, so that information and advice can be shared appropriately.

Individual support
We regard all pupils as having individual needs and seek to ensure that all pupils achieve their full potential. Through the delivery of our curriculum and the general ethos of the school, all members of our community are given the opportunity to develop the social and academic skills needed to enable them to function in the wider community outside school.

Accessibility
The school is fully accessible and is a very secure environment with access via thumb print only.

Curriculum

Early Years
We recognise how important links are with pre-school nurseries and ensure inclusion is a main focus of our curriculum. Activities are planned for both the indoor and outdoor classroom and the children are helped to extend their learning in both settings.

Key Stage 1 and 2
Key Stage 1 and 2 build upon the excellent outcomes from the Foundation Stage. The curriculum is adapted according to individual need and lessons are engaging and fun. Inclusion with our mainstream peers forms an important part of the pupils' education. Each child's progress is carefully monitored with targets set with each child and their parent, encouraging our ethos of working together.

Key Stage 3
As pupils move into Key Stage 3 an age appropriate, needs based, sensory curriculum is in place to support pupils' academic and holistic development.

Key Stage 4
Pupils begin to form strong community links and access a curriculum that will prepare them for further education.

Further Education
Students aged 16-19 access our Further Education department.

Resource Library
At Bleasdale School our experienced staff regularly invite professionals from other schools and agencies in to join in with a range of curriculum activities which are adapted to meet the needs of pupils with profound and multiple learning difficulties. We are happy to discuss ways in which to adapt the curriculum for pupils with multi-sensory impairments. Visitors can view our extensive range of exciting and interactive curriculum resources and sign up to our lending library.

Accreditation
Areas of the curriculum are accredited through a nationally recognised scheme; currently this is via ASDAN. Pupils complete units of work in order to gain an Award in Personal Progress at Entry Level One. In addition to this they work on one ASDAN towards independence unit per year. This year we are working on Sport and Leisure.

Inclusion

At Bleasdale School we are fully committed to providing inclusive activities for all our pupils. Our older students access the local community, Lancaster Adult College and Dallam High School. Some of the residential girls attend the local Guide group and some of our pupils have recently joined the local Lego Club. Some of the residential pupils attend 1st Carnforth Scout group on a Tuesday evening.

What to do if you have a concern/complaint

All parents naturally have concerns from time to time about the progress or welfare of their children. We consider it to be an important part of our job to deal with your concerns as soon as they arise and to discuss fully with you ways of handling them. The majority of concerns can be settled at school level and you should approach your child's class teacher in the first instance. Sometimes, however, a problem needs the help of other professionals, such as the Education Welfare or Psychology and Assessment Services. We will be happy to advise you about the appropriate agencies to contact, should this be necessary.

In certain circumstances you have the right of appeal (e.g. in connection with admissions and special educational needs) and again, we will inform you of those rights, or put you in touch with someone who will discuss them with you, as appropriate. The LA has a statutory procedure for handling complaints about the curriculum and related matters. A copy of the LA's policy is available for you to see at the School Office on request. It is also available on the school's website.

Ofsted say...

- "This is an excellent service in every respect." Ofsted 2011.
- "Innovative thinking enables ongoing improvements to further enhance the school's practice." Ofsted 2011.
- "The provision is Outstanding." Ofsted 2011.

Residential provision

Bleasdale School offers an enabling and supportive residential setting. The Residential building is separate from the school. It is a large country house with many historic features. There are splendid views across the bay with extensive grounds and gardens. The continuous provision is a 'round the clock' experience that offers the facility for individual pupils targeted learning needs to be addressed within a flexible framework of activities that complement the school curriculum. The residential setting operates on a weekly boarding pattern and is closed at weekends and school holidays. Emphasis is strongly on parent liaison and positive links are fostered between home and school.

Residential curriculum

We also offer activities in our residential provision which complement the formal school curriculum which include:

- Swimming.
- Art.
- Cookery.
- Gardening.
- P.E.
- Music, including drumming and dance.
- Rebound therapy.

Our fantastic facilities and staff

Swimming

Our lovely hydrotherapy pool provides a relaxing environment for our pupils and outside user groups. We have a sound system and lights which can give our sessions a feeling of relaxation or it can be set up for more lively aerobic type exercises. We run a variety of classes during term time including Parents and Toddlers, Aqua Aerobics and also hire our pool out for hourly sessions. Track hoisting and slings are provided if required.

Sensory Room

At Bleasdale School we have a two roomed Sensory Suite, where we have a number of different pieces of equipment to help the pupils' sensory experience including:

- an interactive floor/bubble tubes.
- an Optical Fibre curtain.
- various projectors as well as a number of hand held devices such as UV light rods and switches so that most pupils can control the equipment.

Multidisciplinary Staff Teams and Therapy Provision

We have a multidisciplinary team of staff comprising teachers, teaching assistants, residential staff, nurses, physio and occupational therapists. Our dedicated team of therapists include a Speech and Language Therapist, Occupational Therapist and Physiotherapist. The therapists form part of an inter-disciplinary team, which allows co-ordinated plans to be developed across the curriculum for all pupils. In addition to services within school, therapists also work alongside parents/ carers during school holidays, on the school premises.

Medical Input

Bleasdale School has a team of nurses who provide 24 hr cover to enable pupils to gain maximum access to education.

Transport

All our children are entitled to County Council transport provision.

Attendance and the impact of taking term time holidays

At Bleasdale School, we believe that every child has the right to expect to reach their true and full potential. All those who have a care for, and involvement with, each child, should strive to ensure that this is the case. As part of this, we feel that regular and consistent attendance is paramount to pupil progress and achievement. Research demonstrates that achievement of full potential is strongly linked to attendance. As a consequence, pupils must attend school regularly.

Attendance Targets

We aim to work in complete partnership with pupils, parents/carers and outside agencies to ensure that attendance is at the very highest level that it can be. The school will have annual Attendance Targets set by the Governing Body. The whole school community will work together to achieve this target. Should a pupil not be able to attend school, parents are requested to contact the school either by phone or letter. We will then record the absence as authorised. The Headteacher is responsible for determining what is classed as authorised and what is classed as unauthorised absence.

Examples of authorised absence:

- Medical or Dental appointments.
- Illness.
- Religious Festival.
- Wedding of close family member.

Examples of unauthorised absence:

- Hair appointment.
- Shopping.
- Birthdays.

Holidays

In line with Government policy, we do not permit any leave of absence during term time unless there are exceptional circumstances. Penalty notices may be issued by the Local Authority in certain circumstances. Where term-time holidays are unavoidable please contact the school office to discuss. We will get back to you with our response within five days.



Assessment: what processes are used to track progress and how this feeds into the classroom?

We are committed to meeting the educational needs of our pupils and helping them to reach their full potential. Individual students progress is measured using 'Steps', a Lancashire devised model of progressive assessment that is used to measure achievement. This is supported by a range of nationally recognised assessment tools, strategies and models aimed at differing levels of ability to give a 'holistic' picture of individual student attainment and achievement in their personal, social, emotional and academic education.

Reviews

We review all of our children's statements annually with parents and other professionals. We carry out a review every six months for children aged less than five years old. We develop individual education plans for each child and review progress termly. Parents/carers are regularly informed of the pupil's progress through IEPs which are sent home termly and through the Annual Review procedure. Each residential pupil has a key worker who liaises directly with parents. Annual Reviews are held annually to review the pupil's Statement of Special Educational Needs/Education, Health and Care Plan and parents/carers are invited to contribute with their views on progress.

FE Department and the destination of school leavers

The Further Education department provides for students between 16 – 19 years. They follow a curriculum which provides continuing education for them to further develop their skills, knowledge, understanding and maturity to allow them to enter adult life and take full advantage of the many and varied opportunities available.

Skills

Significant emphasis is given to the further extension of vocational skills, life skills and key skills already developed in earlier Key Stages in order to prepare students for future placements upon leaving school. The curriculum provides opportunities to consolidate and generalise these skills in functional settings, which utilise the wider community wherever possible. This may include attendance on college courses at the local Adult College, Rebound Therapy sessions at a local secondary school and the use of local leisure facilities and shops. Our students have attended cycling sessions on a Tuesday at Salt Ayre Leisure Centre in Lancaster followed by a meal in the cafe and taken part in Riding for the Disabled sessions at Larkrigg Riding Stables at Natland, near Kendal.

Links

Links are formed with student's transition workers during this time, with close liaison and visits to appropriate post-school placements being made. Older students participate in work experience sessions at such diverse locations as Sainsburys, Morecambe Library and Piccadilly Garden Centre.

Pupil Premium: why it's important!

Pupil Premium additional funding is given to schools for pupils who have been registered as being entitled to Free School Meals (FSM) at any point in the last six years. You must register for Free School Meals, so we receive this funding.

Extra money for extra support

Schools receive this funding to support their eligible pupils and narrow the attainment gap between them and their peers. We can use this funding to support children in a wide variety of ways which are tailored to the individual's child's needs. Typical examples include assistance with:

- The purchase of school uniform/PE kit or other equipment.
- The cost of school visits and extracurricular activities.
- Fees for breakfast and after school care clubs.
- Confidence and skills building experiences.
- Specialist/extra tuition.

Free School Meals can be provided if parents/guardians are in receipt of certain Income support benefits. We encourage parents to apply for FSM even if their children do not take up Free School Meals because we can then access this additional funding to benefit your child. Further information about how the school spends these monies can be found on the school website. Please contact our school office who will assist you with the application process.

Pupil Premium for Adopted Children

The government have recently announced that they are extending this to provide additional funds for children who have been adopted from care. However, funding will only be received should parents elect to inform their child's school that their child has been adopted and they would like the school to receive additional Pupil Premium Funding. From April 2014, schools in England can receive the pupil premium for children adopted from care or who left care under a Special Guardianship Order (SGO) on or after 30 December 2005. Schools can also claim the pupil premium for children who left care under a Residence Order (RO) on or after 14 October 1991. To claim the pupil premium for adopted children, and those who are the subject of a SGO and RO, parents will need to inform the school and provide supporting evidence, for example, the Adoption (Court) Order.



Term Dates 2017-18

Autumn Term 2017

- Friday 1st September 2017 (Staff Development)
- Pupils return to school on Monday 4th September 2017 at 9.00 am
- School closes for pupils on Thursday 26th October 2017
- Friday 27th October 2017 (Staff Development)
- Mid Term Closure Monday 30th October to Friday 3rd November 2017
- Pupils return to school on Monday 6th November 2017 at 9.00 am
- School closes for pupils at 12 noon on Wednesday 20th December 2017
- Thursday 21st and Friday 22nd December 2017 (Staff Development)

Spring Term 2018

- Pupils return to school on Monday 8th January 2018 at 9.00 am
- Mid Term Closure Monday 12th to Friday 16th February 2018
- Pupils return to school on Monday 19th February 2018 at 9.00 am
- School closes for pupils on Friday 23rd March 2018

Summer Term 2018

- Pupils return to school on Monday 9th April 2018 at 9.00 am
- May Day Closure Monday 7th May 2018
- School closes for pupils on Friday 25th May 2018
- Mid Term Closure Monday 28th May to Friday 1st June 2018
- Monday 4th June 2018 (Staff Development)
- Pupils return to school on Tuesday 5th June 2018 at 9.00 am
- School closes for pupils on Friday 20th July 2018

The school follows Lancashire's holiday pattern, opening 38 weeks a year.

Residential

For our residential pupils we offer weekly boarding patterns across the 38 weeks with a Short Break option of 2 weeks in the Summer holiday for any of our pupils, day or residential.

Topics that are being taught in each year group in school this year

Class 1

The Early Years / Class 1 caters for children aged 2-7, covering the Early Years Foundation Stage and Key Stage 1. We follow the Early Years Foundation Stage Framework and National Curriculum for Key Stage 1 at an appropriate sensory level. Children can join our Early Years class from the age of two and can build up gradually from half day to full day sessions. We work closely with parents and carers to ensure a smooth transition and offer a joined-up service where children can access physiotherapy, occupational therapy, speech and language therapy and nursing input within the class/school setting.

Learning through play is of great importance and children are offered exciting, challenging and appropriate play activities using the indoor and outdoor areas. Our children have the opportunity to build relationships with their community peer group from the early years setting right through to the end of Key Stage 2. Class 1 have regular inclusion links with Silverdale Primary School. Three times a week pupils from Class 1 attend sessions at Silverdale School. These range from PE, art, music and continuous provision. The children attend supported 1:1 by a member of staff. Once a week a small group of Silverdale Primary children, around 7 pupils, attend Bleasdale School. We have recently made connections with Over Kellet Playgroup and our Early Years children will soon be attending the playgroup weekly.

Class 2

Class 2 caters for children aged 7-11, covering the Key Stage 2 National Curriculum. Subjects are age appropriate and are taught at a sensory level. The children have access to a wide range of interactive resources, specialist equipment and often explore the large school grounds in relation to curriculum topics. A range of professionals work closely with each child, including nurses, physiotherapists, speech and language therapists and occupational therapists. Each child has their own individual targets which they work on throughout the year in lessons, encouraging independence and aiding development.

Class 2 work closely with the KS2 department at the local Silverdale Primary School. Presently our pupils and staff host a weekly Art session, where the children from both schools are encouraged to work and learn together. The children access the Art National Curriculum, at an appropriate sensory level for Bleasdale pupils and at the KS2 level for their mainstream peers.



Class 3

Class 3 caters for children aged 11-14, covering the Key Stage 3 National Curriculum at an appropriate sensory level. All pupils in Class 3 have access to a range of professionals which form a strong multi-disciplinary team. This includes individual and group sessions with the Speech and Language Therapist, Physiotherapist and Occupational Therapist. We also value the input of the nursing team where appropriate. All children have access to swimming sessions using a heated pool and specialist swimming teacher. Class 3 also go out into the local community, meeting local people and becoming familiar with the community in which our school is situated.

Class 4

Class 4 is for children aged 14-16 years and comprises Key Stage 3 and 4 pupils. We follow the 'Moving On Equals' scheme of work, which is made up of three areas: World Studies, Independent living and Vocational studies. Following this programme of work as Key Stage 4 pupils we work towards our accreditation when we leave the Key Stage. Also when we are in Key Stage 4 we take part in work experience once a term. Class 4 will explore our Local environment. Each week pupils explore Silverdale completing surveys, conducting questionnaires and taking part in treasure hunts and catching the bus to Carnforth. We are proud of the transition arrangements in place, ensuring pupils and their families are fully supported through a very difficult time.

Further Education

The Further Education department provides for students between 16 – 19 years. They follow a curriculum which provides continuing education for them to further develop their skills, knowledge, understanding and maturity to allow them to enter adult life and take full advantage of the many and varied opportunities available.



Ofsted say...

"Students make outstanding progress in lessons because consistently good teaching and highly effective support meets the needs of students well."
Ofsted 2019.

Frequently Asked Questions

Here are our answers, to what we find, are the most frequently asked questions. If you have any questions that are not answered here, please contact the school office and we will be happy to help!

Medical appointment

If an absence relates to a medical appointment, please let the school know in advance if you need to collect your child from school to attend the appointment.

Emergency arrangements

We will always endeavour to open the school, but in cases of severe bad weather that may affect access our essential services, closure may be unavoidable. During severe weather please listen to the local radio station, and their information bulletin. If the school will remain closed, then these details will be broadcast from approximately 7.00am onwards and we will place information updates on the school website. If possible we will also send you a text message.

Collecting your child

If school closure is announced during the day due to severe weather conditions, and your child does not access local authority transport provision, every effort must be taken to collect your child as soon as possible. If you personally cannot get to school, or you work out of the local area, please have a contingency plan i.e. please nominate an adult to collect your child in your absence and organise this beforehand as the weather forecast is likely to have alerted us to the fact that the weather may become hazardous during the day. Please make sure that we have at least two current contact numbers, in case we need to contact you urgently. Where children use local authority transport, the school will liaise with the local authority for home transport in the event of an emergency school closure.

Medicine in school

We provide 24 hour nursing cover for our pupils, including checks every 20 minutes throughout the night for our residential pupils. We are fully trained to administer medication both on an off-site. We provide speech and language therapy, physiotherapy and occupational therapy via school staff, or therapists. We work closely with therapists to ensure we all provide a consistent approach.

Charging policy

We provide a wide range of activities for our students which enrich their personal and social education. On occasion we ask parents to make voluntary contributions to certain activities. We will not treat any children of parents who do not contribute to the costs any differently. However, where we have received insufficient contributions the activity will be cancelled. If you have any concerns about making payments, please contact us.

Clubs and activities

We run an inclusive after school club with our local primary school which allows our day pupils to access extended provision. The club is run by our Teaching Assistants and is extremely successful and enables our children to interact with their mainstream peers. The sessions are varied and change each half term, examples of activities include:

- Circus dance.
- Gardening
- Craft,
- Easter treasure hunt.
- Curling which coincided with the winter Olympics.
- Nature and sensory stories.
- Lancashire Schools' Dance Festival at The Guild Hall, Preston.

We can also provide transport home on our school minibus for our day pupils if necessary.

Sport

Our school views the role of sport and physical activity as being of fundamental importance. Many team games are played within the school and, in conjunction with our inclusive approach, with local mainstream schools. For example, we liaised with our local primary school and pooled our resources in order to fund a P.E. coach to work with both schools as a totally inclusive opportunity. And our FE students will be accessing multi sports sessions at Salt Ayre Leisure Centre in Lancaster. We have also recently enjoyed wheelchair basketball sessions. We are training all staff (both day and residential) in Rebound Therapy in order to further enhance the PE/Mobility curriculum.

We have used our Sports Premium funding to purchase equipment for our sensory circuits. This made P.E. more accessible to some of our most challenging pupils. One pupil in particular was noted to be "calmer on return to class after a session with the sensory circuits". This in turn led to more focussed learning.

Music

Music is an important part of our curriculum and we encourage the creative exploration of music, rhythm and sounds so that all our children can enjoy and take part in our musical activities. Children have the opportunity to experiment with a variety of instruments and as part of our music lessons on stringed instruments, we had a visiting violinist.

Enriched curriculum

Each of our students receives access to the National Curriculum and aspects of the wider curriculum based on their individual needs. The wider curriculum at Bleasdale includes:

- sensory education.
- our further education students will attend a local college for a linked course wherever possible.
- swimming pool sessions.
- rebound therapy sessions.
- inclusion links with local playgroups.
- inclusion links with mainstream schools.
- inclusion links with SLD (Severe Learning Difficulties) Schools.
- college link courses.
- work experience links with community.
- community links.
- life skills in the community.
- learning for leisure-outward-bound courses, bowling, cinema, theatre, restaurant visits, visits from performers, artists, shows and musicians.

Summer Holiday Club

We hold our all age (2 - 19 years) Summer Holiday Club during the first two weeks of the Summer Holidays. Pupils can attend for days or be residential or a mixture of both. Pupils can come every day or on single days if they would like. The day runs from 9.00am to 4.00pm.

How to become a volunteer or Governor

We have a full and active Governing Body, which includes parent governors as well as representatives from staff, the local authority and the local community. The governing body has a range of duties and powers and a general responsibility for the conduct of the school. Vacancies for Parent Governors are advertised as they arise. Our Parent Governors give parents a voice in decision making. They are elected by parents through a ballot. If you are interested in becoming a Governor, please contact the school office.



What we stand for

At Bleasdale School we consistently aim to promote the following:

- **Democracy.**
- **Free speech and expression.**
- **Fair play.**
- **Respect for others.**
- **The right to one's personal beliefs.**
- **Protection of the vulnerable.**

Children's rights

The School Council meets regularly where pupils, elected by their peers, have an opportunity to discuss issues important to them and to offer suggestions to improve the school. Assemblies, circle time and Anti-bullying week are opportunities for children to speak about what is important to them or what is on their mind. Fair play is integral to games, not only in sport, where rules are taught and reinforced, but in the playground.

The right to one's personal beliefs

The rights of children to believe and to celebrate their beliefs are an integral part of the school. Major festivals are recognised and celebrated. In addition to Christian celebrations, festivals such as Eid are recognised. Diwali is also celebrated each year.

Protection of the vulnerable

A special school such as ours should champion the rights of the vulnerable. We do this by ensuring that all children at the school are valued for their personal strengths and abilities. Indeed, our school motto 'preparing for life – building on our strengths' is highly visible on our literature and in the school hall so as to remind us all of our core values and aims. The school was featured in the official 'History of Parliament' book for the celebration of Magna Carta and Parliament itself. The school was chosen for its work on integration.

Learning Together, Achieving Together

Contact us

Headteacher: Mrs Kairen Dexter

Bleasdale School
27 Emesgate Lane
Silverdale
Carnforth
Lancashire
LA5 0RG



**Bleasdale
School**

Learning Together / Achieving Together

Tel: 01524 701217
Fax: 01524 702044

email: admin@bleasdaleschool.lancs.sch.uk

