

Our School
Prospectus
2022-2023



Dear Visitor,

Welcome to Lancasterian. This prospectus has been prepared to give you some basic information about our school, a school providing specialist education for pupils and students with a range of learning difficulties.

The prospectus provides one way to find out about our school. If you are a parent or carer and feel your child needs the kind of education offered at Lancasterian, then please do come and talk to us. Hopefully, your visit will help you to make, what is, after all, a very important decision.

Lancasterian School is a community special school situated in West Didsbury, Manchester. Our school provides a quality, inclusive education for pupils aged 3 - 16yrs with a wide range of special educational needs including moderate and severe learning difficulties, autistic spectrum disorder, physical or mobility problems, sensory difficulties, and language and communication difficulties.

All those who work in Lancasterian school are fully committed to continually developing themselves to ensure they can fulfil our responsibility of ensuring everyone can reach their full potential.

At Lancasterian we believe in working in close co-operation with parents and carers. Through your visit and by reading this prospectus we hope to begin to establish a firm foundation upon which to build that partnership. Another way to find out about Lancasterian is to visit our school website:

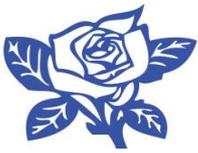
<http://www.lancasterian.manchester.sch.uk>

We look forward to meeting you.

Yours sincerely

Alison Randall

Head teacher



General Information

Address:

Lancasterian Special School

Elizabeth Slinger Road

West Didsbury

Manchester

M20 2XA

Phone: 0161 445 0123

Email: admin@lancasterian.manchester.sch.uk

Website: <https://www.lancasterian.manchester.sch.uk/>

Headteacher: Mrs Alison Randall

Deputy Headteacher Primary school: Mrs Kira Buhler

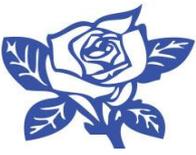
Deputy Headteacher High School: Mr David Critchlow

Assistant Headteacher: Anita Walker

School Business Manager: Ms Linda Melia

Chair of Governors: Mrs Fiona Worrall

You can contact any of us if you need any advice or assistance.

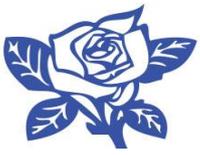


Lancasterian School Mission Statement

*Inspiring each other and growing together to achieve our best
Inspire – Grow – Achieve*

Lancasterian School Aims

- To provide a secure, happy and stimulating environment, where each child can grow to their full potential, not only academically but also socially, emotionally and physically.
- To treat each child as an individual, delivering a curriculum that grows and adapts to meet the needs of every child by nurturing lively, enquiring and questioning minds.
- To listen to the voice of the child at every opportunity.
- To celebrate and share all successes' and achievements.
- To nurture and develop relationships between pupils, staff and families.
- To encourage kindness, respect and consideration for others.
- To encourage our pupils, staff, families and governors to engage in positive, open communication with each other and the local community.
- To work together to provide an integrated service and the best possible outcomes for the child and family.
- To develop a lifelong love of learning and motivation to understand the world we live in to prepare them for all aspects of life.

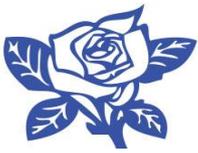


To continue to improve the quality of teaching and learning across the school.

To develop systems to capture the personal progress of pupils more effectively.

To develop the curriculum to meet the needs of all our pupils.

To engage all stakeholders to strengthen the Lancasterian community, ethos, vision and values.



Our Pupils

We have 180 pupils aged 3 to 16 years on roll. Pupils are usually admitted with an Education, Health, Care Plan (EHCP).

What Are Their Needs?

All of our pupils have moderate to severe learning difficulties. They are achieving at below expected levels for their age and would have difficulty coping in a mainstream school. They may find reading and writing a problem or have difficulty with communication or fine and gross motor skills.

Sometimes they are socially immature or they may experience health problems.

A proportion of our pupils also have significant physical disabilities as well as communication difficulties. A large number of our pupils have autism, many of whom are taught in specialist classes.

Some of our pupils have profound and multiple learning difficulties, with severe physical and sensory disabilities. These pupils are highly dependent on adults for all aspects of their learning as well as their self-care and mobility.

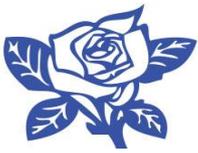
Where do our pupils come from?

Our pupils live all across Manchester as we are a city wide provision. Some of our pupils join us in Reception year however admissions can happen in any year group and at any time of the year. Some pupils join us at the beginning of High school when moving to a large high school is not for them.

Admissions

As a special school, all decisions about placement at Lancasterian are made by the Local Authority. The Statutory Assessment Team for children with learning difficulties and disabilities liaises with the school regarding the appropriateness of placements. The telephone number for this team, based at Universal Square, Ardwick, Manchester is 0161 245 - 7445

Prospective Parents/Carers are very welcome to visit school on a Thursday morning during the course of the year (by appointment). You may wish to come with your child or alternatively to visit first on your own and then return with your child for a second visit.



For some Parents/Carers, we appreciate the decision to consider the possibility of a special school is a difficult one. The Headteacher, Alison Randall, will be pleased to discuss with you the individual needs of your child and any concerns that you may have. Alison, or another member of the Leadership Team will show you around school so that you can see at first-hand our children at work and at play. Please telephone the school office to make an appointment.

School Organisation.

As an all through school we are made up of 5 stages of education organised into 2 schools; **Primary school:** Early years foundation stage, Keystage 1, Keystage 2 and **High school:** Keystage 3, Keystage 4. The pupils, as far as possible, are placed in classes with peers of a similar age. There are similar children who would benefit from 'specialist' teaching environment such as those with Profound and Multiple Learning Disabilities or Autistic Spectrum Disorder. These learning environments are available within both the primary school and the high school.

The Lancasterian curriculum

Early Years Foundation Stage (3-5 years)

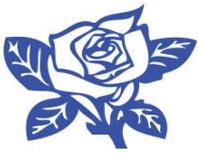
The EYFS department has both nursery and Reception children aged between 3 and 5 Years. The EYFS aims to provide a first experience of school life for children and their parents that is friendly, warm, stimulating and supportive. Our EYFS pupils follow our either our Pre-formal or Semi-formal curriculum. Their learning is delivered through an early years provision adapted for their needs.

Children are encouraged to learn through indoor and outdoor structured play sessions, first hand experiences and specialist teaching which includes individual targets which are set to meet the needs of each pupil.

Primary School (5 - 11years)

As pupils continue through Primary school they will move through to classes that provide the environment, teaching strategies and curriculum that best meets their needs.

We have 3 levels of curriculum and each class follows the curriculum that is best for their pupils.



Pre-formal curriculum; this is suitable for pupils working at a pre- subject specific stage of learning who have Profound and Multiple Learning Disabilities, or those who have Complex Learning Difficulties and Disabilities. The areas of curriculum are focused on enhancing a pupil's engagement with learning through the development of curiosity, discovery and initiation skills, to elicit responses, and to be active learners. There are 5 curriculum areas; My Cognition, My Communication, My Body, My Care and Independence and Me in My World.

Semi-Formal Curriculum; has been designed to to meet the needs of our Pre-subject specific learners. It aims to develop the skills and concepts required to help them manage their daily lives and to develop towards independence using fun and motivating opportunities. The Semi-Formal Curriculum is planned around the child and their needs and outcomes.

The Semi-Formal Curriculum uses a rolling plan of termly themes, so that pupils can experience a broad and rich variety of opportunities. Each year there is a theme which focuses on developing a sense of self and learning about their wider world. We recognise that identity and cultural expression plays an important role in the lives of our pupils and their families, and is therefore addressed through each theme. We also recognise that our pupils learn best when they are given opportunities to generalise specific skills learned across different areas and activities. This means that activities can be linked to a range of learning outcomes from different curriculum areas.

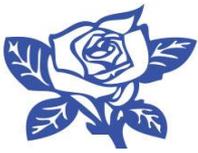
Formal Curriculum; is suitable for our pupils who are ready for the full subject range that is included in the National Curriculum. Pupils have lessons specifically focusing on the core subjects of English, Maths and Science. All the other subjects in the national curriculum are taught through a thematic approach which supports our pupils to make connections between what they are learning.

High School (11 - 16years)

Pupils within High School continue to follow the curriculum that best meets their needs within the specialist classes that provide the strategies and environment they need.

In addition at Keystage 3 (11-14 years) pupils are introduced to careers education within their PSHE Lessons and the beginning of 'World of Work' programme.

As pupils move through into Keystage 4 (14-16years) they will begin to follow individual accreditation pathways. We offer accreditation in English and Maths



as well as other ASDAN accredited courses. At this age pupils also take part in our 'World of Work' programme and will have appropriate work experience opportunities. At Keystage 4 all pupils will also have the opportunities for independent careers advice; currently this is provided by Careers Connect.

Throughout their time at Lancasterian School pupils will also have the opportunity for a wide range of extra-curricular learning experiences through our enrichment curriculum.

Curriculum Developments

Our 3 year school development plan includes our plans to develop our school curriculum to ensure it meets the needs of all the different learners we have at Lancasterian.

This year we are developing the extra-curricular enrichment curriculum we offer to our pupils. This is a planned for curriculum providing opportunities to support the pupils personal development and holistic learning.

We are also continuing to review and develop the formal curriculum we offer to our pupils and to embed our new semi-formal curriculum.

Religious Education and Collective Worship

At Lancasterian we adopt a broadly Christian non-denominational approach to religious education. The programme for religious education has been based upon the Manchester Agreed Syllabus.

Assemblies each week are used to help pupils consider issues at a level appropriate to their needs and abilities, to celebrate achievements and to mark festivals of the religious year.

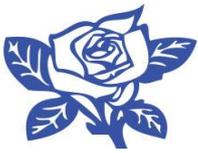
Parents have the right to withdraw their child from all or any part of the Religious Education programme or acts of Worship. Any parent considering this should contact the head teacher for an initial discussion. The alternative arrangements to be made for pupils who are withdrawn from Religious Education or Collective Worship will be considered as part of these discussions.



Relationships and Sex Education

Sex Education is part of the Science and PSHE curriculum. Within PSHE it forms part of the 'relationships' strand. It involves teaching and helping children to form positive relationships with their peers, teachers and families. It teaches children how to stay safe by saying 'no' to strangers and always telling their families where they are. At an appropriate time within Key Stage 2, the children are taught about the names of the different body parts both in general and those for reproduction. They are taught about the differences between boys and girls and what will happen to them as they get older. These topics are revisited throughout the High school years so that our pupils are prepared for adult life. It is a statutory requirement of the science curriculum that children are taught about their bodies. These lessons are often taught in single gender groups with the school nurse.

All parents will be informed when a sex education lesson is to be included in their child's curriculum and they will be given an opportunity to discuss the content with the class teacher. Parents have the right to withdraw their children from these lessons and any parent wishing to do so should speak to the Head Teacher for an initial discussion. The alternative arrangements to be made for pupils who are withdrawn from RSE will be considered as part of these discussions.



SCHOOL DAY

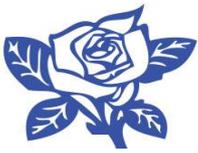
9.00 – 9.30	Registration and preparation for learning
9.30-10.30	Learning time 1
10.30 -11.00	Break
11.00 – 12.00	Learning time 2
12.00 -1.00	Lunch
1.00-1.30	Registration and learning time 3
1.30 -2.15	Learning time 4
2.15 -3.00	Learning time 5
3.00- 3.15	Reflections on the day
3.15	End of School Day

Primary school have a short 15 minute break in the middle of the afternoon.

Safeguarding

Schools have an important part to play in safeguarding all children and Lancasterian takes this responsibility very seriously. Safeguarding within the school includes a range of issues including health and safety, risk assessments, managing medical conditions in school, behaviour management, e-safety and lots more. The school also follows full guidance on safe recruitment and selection of new staff and ensures that all staff and regular visitors to school have a certificate provided by the Disclosure and Barring Service (DBS) before coming into school.

Our designated Safeguarding Officers in school are David Critchlow - Deputy Head teacher (DSL), Alison Randall - Head teacher, Kira Buhler, Deputy Head teacher, and Hannah Brown, Pastoral Support . Jennifer Morrison is our Safeguarding Governor. Our safeguarding team attend all relevant training and deliver in house training to staff at all levels. All our policies and procedures are detailed in our Safeguarding Policy which can be found on the school website.



Attendance

Parents and carers of the pupils who are of compulsory school age are required to ensure that they receive sufficient full-time education. Here at Lancasterian we have high expectations across the school community for good attendance and we do all we can to support school attendance and take seriously any issues that may lead to non-attendance. Good school attendance is essential to ensure that all children and young people make the most of the educational opportunities available to them and to help them achieve their full potential whilst ensuring that all pupils stay safe. We believe this sets good habits for later in life, and ultimately if your child is not in school they cannot learn!

All pupils are expected to arrive in school for a 9.00 am start. The school day ends at 3.15 pm. If a pupil is ill, parents/ carers are to notify the school of the nature of the illness, and where possible when the student is expected to return. Medical appointments should be notified in advance and an appointment card/letter may need to be provided. If the student is absent without explanation the school attendance team will contact the parent or carer on the same day. Non-attendance is a safeguarding issue. If we fail to make contact, the absence will be followed up by a senior member of staff who may need to involve other agencies.

Due to changes in government legislation, Parents/Carers are only able to take children out of school during term time under exceptional circumstances. Parents / Carers needing to request an absence for their child(ren) should write to the Head teacher at least two weeks before the anticipated start date. The reason for the request should be given in detail. Applications should be made before the leave is arranged as absences will not be granted retrospectively. Please note Parents/Carers who take their children on holiday without permission will incur unauthorised absences for their child. These remain on the child's record and will be monitored for further action by school attendance team. Parents/carers could be issued with a fixed penalty notice and/or court action.

Behaviour.

We aim to provide a happy, structured environment where all pupils are encouraged to behave in an appropriate manner. We are proud of the fact that



our pupils are well behaved and that many will actively seek to look after others. We use a wide variety of rewards across the school to encourage and recognise good behaviour. Special certificates and merit awards recognising both good work and behaviour are given out in assemblies. Our weekly 'Good Citizen' awards acknowledge those pupils being kind and helpful to others.

We recognise that some pupils require a very structured approach to help them manage their behaviour. In these cases, an Individual Behaviour Plan will be drawn up in consultation with Parents/Carers. At times to keep all pupils safe it may be necessary to use positive handling techniques. In these cases, a strategy called 'Team Teach' is used which ensures positive handling is carried out safely for everyone involved. Only staff who are trained to use 'Team Teach' will support our pupils at these times. Working in partnership with Parents/Carers is vital in order to support our pupils with their behaviour.

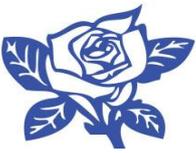
Bullying

Incidents of bullying are not tolerated in school. The school works with the children through the curriculum to teach the message of 'anti-bullying' and to encourage the children to tell an adult if they feel they are being bullied. Any incidents of bullying are taken seriously and addressed in line with the school's policy; they are monitored and reported to governors regularly. When an incident of Bullying Behaviour occurs this will be discussed with the parent/s / carer/s of perpetrator and victim.

Pupil Voice

The children at Lancasterian are encouraged and supported to become actively involved in their own learning. Examples of this are:

- ♣ A total communication approach and guidance within our 'good communication guide' ensure all pupils are given the communication support they need and opportunities to communicate their wants, needs and opinions.
- ♣ Work in PSHE lessons including strategies for children to express their likes, dislikes and feelings in school.
- ♣ Opportunities for children to evaluate their own learning within each lesson.



- ♣ Opportunities for children to evaluate and comment on their own progress in their annual reports and to attend and contribute to their annual reviews.
- ♣ Opportunities for pupils to be involved in a 'pupil panel' when recruiting new staff to school.

School Council

The school council is made up of representatives from each class in school. School council meets each term and makes decisions about various aspects of school e.g. playground developments, curriculum developments, how to further develop pupil voice opportunities.

Rights Respecting Schools Award

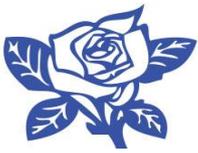
To further support our commitment to ensuring our pupils have a voice and they are supported to develop an understanding of life in Modern Britain we have become a Rights Respecting School. We have achieved the Bronze Award and are currently working towards our Silver Award.

British Values

At Lancasterian School we see British Values as **Democracy, Rule of Law, Individual liberty and Mutual Respect for and Tolerance** of those with different faiths and beliefs and for those without faith. We support our pupils to understand and demonstrate these through our pupil voice activities, PSHE curriculum, RRSA work, assemblies, class charters/rules, behaviour management approach as well as giving pupil's opportunities to learn about their local communities and to be a part of these.

Parent/Carer Involvement

Parents/Carers are encouraged to work in partnership with school on all aspects of their child's education and care. We hold a Parents/Carers evening in Autumn Term 1 and Spring term 2 where you discuss with class staff the focus of your child's Personal Skills targets and the progress you child has made. An annual report will be provided in the summer term that describes all the progress you child has made across the year.



Throughout the year there are a number of special assemblies and concerts to which Parents/Carers are invited.

There are a number of other ways in which school will work with parent and carers

- Home/school diaries; an invaluable way for both school and home to write about what the pupil is doing.
- Newsletters
- Our website; including parent messaging service.
- Review meetings.

There are also many less formal opportunities for Parents/Carers to be part of school life. Classes hold informal coffee mornings at various times during the year. These give a chance for Parents/Carers to chat to staff and to see their child at work in the classroom.

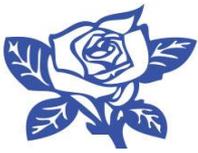
We also have a weekly parent group that is led by a parent and supported by our Pastoral Lead. This is a great opportunities for parents to get together and support each other. This group also provides regular opportunities for parents to gain more information on topics important to them e.g. E-safety, Benefits, Child sexual exploitation, Speaking and listening, reading at home.

Parents / carers are welcome to phone school at any time. Our admin team are always able to find out how your child is doing and telephone you back. If parents / carers need to speak to classroom staff or the head teacher, it would be helpful to make an appointment to ensure that they are available.

Parents/Carers visiting during the day for appointments or meetings should first report to the main school Reception where you will be signed in and given a visitor badge. Similarly, on leaving school, you should first sign out at the main Reception.

Annual Reviews

It is a legal requirement to review the Education, Health and Care plan once per year. At Lancasterian we value the contribution that parents can make to the education of their child and will make every effort to time the review meeting so that you can attend. A parent booklet will be sent out to you to support you in communicating your views both at the meeting and to the local authority.



At the review meeting parents and professionals discuss the progress of the pupil, paying particular attention to the individual needs of the pupil and how this can be supported currently and looking to the future. Targets for the coming year are also set. It may be necessary to alter or amend the plan and a recommendation to this effect can be made, to the local authority, at the meeting.

Wherever possible pupils are encouraged to attend their review either for part or the full meeting. All pupils are supported by the class team to complete their own pupil voice booklet using the most appropriate communication method.

As pupils get older the review provides a useful opportunity to plan for the future. We work closely with the Manchester Social Care. We commission careers advice for pupils and parents to support the planning of future placements post Lancasterian.

Other Information

School Transport

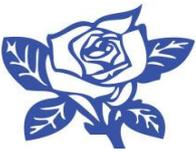
The transport department organises daily transport to and from school for the majority of pupils of Lancasterian School. This is a separate organisation to school and is run by the Local Authority. Buses and taxis have a driver and escort thus providing a valuable link between home and school. It is the parents' / carers responsibility to make arrangements with transport and let the school office know. The telephone number for The Travel Co-Ordination Unit is 0161 219 6400.

School Uniform

We have our own school uniform available from school or direct from the suppliers. The school uniform is different for high school and primary school, this has been decided by our School Council and agreed with Parents/Carers.

Primary school:

- White long or short-sleeved shirt or polo shirt
- Black, or dark grey trousers, Jogging pants, skirt or shorts
- navy blue sweater or cardigan



High School:

- White long or short-sleeved shirt or polo shirt
- Black, or dark grey trousers, Jogging pants, skirt or shorts
- royal blue sweatshirt or cardigan.

Personal Property

We do not encourage children to bring personal property into school as the school cannot take responsibility for lost or broken items.

For safety reasons, it is preferable that children with pierced ears do not wear ear-rings to school; however, ear-rings worn must be stud and not loop. Children should not wear any other jewellery to school.

Please ensure that you label your child's clothes and other possessions in some way so that lost property can be identified and returned promptly. We cannot be held responsible for clothing that is not marked with the child's name.

School Lunches

Our school dinners are cooked on site by our outsourced catering provider. There is a choice of food available everyday; cooks choice, pasta, jacket potato. We ensure any religious dietary requirements are catered for. Other pupils may require special diets and we are happy to make individual arrangements for them. However we do require medical advice to support us in ensuring we are providing the correct food.

Pupils sit with class staff who serve food and supervise eating, assisting where appropriate. For all pupils we place great emphasis on teaching correct table manners and appropriate behaviour at lunchtimes, in line with our lunchtime policy. Pupils are welcome to bring their own packed lunch. We encourage parents/carers to provide their child with a healthy packed lunch.

Concerns and Complaints Procedure

It is nearly always possible for queries and problems regarding all aspects of school life to be dealt with effectively by good home/school communication. Often concerns and complaints can be resolved by an informal discussion with teaching staff, or if preferred, a member of the Leadership Team. We shall



always aim to get back to you during the same day, to tell you how we intend to respond to your concern or complaint.

If the school is unable to resolve the matter, then you have the option to make a referral to the Governing Body. Please address any correspondence to the Clerk of Governors at Lancasterian School. Please see our Compliments and Complaints Policy on our school website for more information.

The Governing Body

The Governing Body is made up of a variety of representatives linked with the school, for example, staff, parent, local authority and community governor representatives. The Governors meet each term to discuss the work of the school and also have committees which meet to discuss various aspects of the school, for example, school finances. The Governing Body works closely with the Head Teacher and other school staff as well as the Local Authority, to ensure the school achieves the best outcomes for the children, parents and everyone involved with the school. The chair of Governors; Fiona Worrall can be contacted via the school admin email address.

Multi-disciplinary approach

Team work is also provided by our onsite Nursing team, Occupational therapist, Speech and Language therapy staff and Physiotherapists, all who provide advice and support to our teaching teams on strategies to incorporate into our curriculum and the school day. It is through these strong partnerships that we can ensure that all pupils can inspire, achieve and grow together.

Outreach Support

The Lancasterian Outreach and Inclusion Service (LOIS) is committed to the inclusion and support of pupils with physical disabilities and/or medical conditions across Manchester. They work with all schools, both primary and secondary, to ensure that pupils can have full access to the curriculum and to the support they need to achieve their potential.

Other useful contacts

All the staff at school are willing to help and advise you and have a wide range of experience and knowledge. Hannah Brown our pastoral support lead is able to



meet with you and offer advice and support. If we can't help, then we can put you in touch with others who can.

Here are a few useful contacts and their telephone numbers.

Independent Advisory Service (Formerly Parent Partnership)

IAS Manchester offers independent information, advice and support to parents and carers to increase their involvement in the education of their children with Special Educational Needs and Disabilities (SEND). The service also ensures that parents, carers and young people have access to information and advice about issues relating to the child or young person's health and social care. Tel. 0161 245 7300 (Mon - Fri 10 - 3 p.m.), Email: parents@manchester.gov.uk

The SEN statutory assessment team

The statutory assessment team is responsible for school placements and completing statutory assessments. The administrator from the team assigned to the school liaises with the Head Teacher regarding placing children at Lancasterian School and will attend annual reviews of statutory assessment when appropriate. Tel. 0161 234 7160

Contact - a - Family

There are a number of organisations run by parents nation-wide for children with specific difficulties or syndromes. The contact a family website address is www.cafamily.org.uk