SEN and Disability

Local Offer: All age Special Schools

Name of School: The Loyne Specialist School

School Number: 01131

Lancashire County Council

www.lancashire.gov.uk

School/Academy Name and Address	**The Loyne Specialist School**		**Telephone Number**	**01524 64543**
			Website Address	**www.loyneschool.org.uk**
Does the school specialise in meeting the needs of children with a particular type of SEN?	**No**	**Yes**	**The school specialises in meeting the needs of pupils with a range of SEN, including** • **severe and profound learning difficulties** • **autistic spectrum condition**	
		X		
What age range of pupils does the school cater for?	**4-19**			
Name and contact details of your school's SENCO	**Susan Campbell** **s.campbell @loyne.lancs.sch.uk**			

We want to ensure that we keep your information up to date. To help us to do this, please provide the name and contact details of the person/role responsible for maintaining details of the Local Offer for your school/academy.

Name of Person/Job Title	**Susan Campbell** **Headteacher**		
Contact telephone number	**01524 64543**	**Email**	**s.campbell@loyne.lancs.sch.uk**

Promoting Good Practice and Successes

The Local Offer will give your school the opportunity to showcase any good practice you have around supporting children with Special Educational Needs to achieve their full potential. If you have any examples of good practice or success stories, we encourage you to include these on your Local Offer web pages. For reasons of confidentiality, please do not include a child's full name in any case studies you promote.

I confirm that our Local Offer has now been published on the school/academy website.

Please give the URL for the direct link to your school's Local Offer	**https://www.loyneschool.org.uk/statutory-information/**		
Name	**Susan Campbell**	**Date**	**December 2025**

Accessibility and Inclusion

- How accessible is the school environment?
  Is the building fully wheelchair accessible? Do you have accessible parking spaces? Have there been improvements in the auditory and visual environment? Are there accessible changing/toilet facilities? How do you improve access to the setting?
- How accessible is your information - including displays, policies and procedures etc.
  Do you have information available in different font sizes, audio information, Braille, other languages etc. How does the setting communicate with parents and families whose first language is not English? How is information made accessible to parents and families with additional needs?
- How accessible is the school?
  How do you make use of resources such as symbols, pictures and sign graphics to support children's access to resources? Do you have furniture such as height adjustable tables or alternative ways of presenting activities so that children can access them?
- Do you have specialised equipment (eg; ancillary aids or assistive technology?)

What the school provides

Our school is a ground floor building, and all areas are fully accessible. The schools' facilities have been significantly developed to respond to the increase in pupil numbers and complexity in need. There are 6 primary and 4 secondary classrooms and in Further Education (FE) 4 classrooms of which one is a food technology room. Equipment in classes are fit for purpose and meet pupils' needs, and this may for example include, height adjustable tables, use of interactive touch screens, assistive technology, hoists etc.

The personal hygiene facilities in secondary have been significantly improved (Summer 2024) and resource storage facilities have been improved throughout the school. We have a multi-sensory room which has been extensively enriched to include the latest technology to engage our learners, and our outdoor learning environment includes a multi-use games arena (MUGA), cycle track, woodland area and 2 polytunnels in purpose-built and accessible horticulture areas Very recently we are extending the outdoor FE provision to include outdoor catering facilities.

All pupils have easy access to hygiene rooms in addition to disabled changing/toileting facilities. Most bathrooms have hoisting equipment and changing beds available. We work closely with NHS colleagues to identify any equipment needed to support pupils access the curriculum and 3 of our classrooms have over-head hoisting facilities, where his is not the case mobile hoists are available for use around school. Identified pupils have moving and handling plans which highlight the manoeuvres used by staff in school. Pupils are supported in all of their personal health care and medical needs.

We have a fully accessible hydrotherapy pool (which is also used by the local community). The pool and changing beds are hoist accessible.

We are a 'total communication' school and have communication friendly school status (ELKLAN 2025). We have a qualified part time Speech and Language Therapist (who

is also a regional tutor for Makaton) on school staff who leads on communication provision throughout school. Objects, photographs, symbols and signing (Makaton) are used to support communication development. Training is offered regularly to staff on how to use 'objects of reference', Makaton and PECS (picture exchange communication system). Each class has a communication champion who liaises closely with the class teacher to enhance communication. All staff have access to software packages such as 'Communicate in Print' and 'Matrix Maker' to support written language and use these to create visual timetables and schedules. Some of our children use Augmented Alternative Communication (Picture Exchange Communication System and Voice Output Communication Aids such as Prox Talkers, big macs) and have access to Eye Gaze technology. Our displays are child height and age appropriate; they are interactive with multi-sensory features providing a stimulating environment that celebrates pupils work and achievements have an interactive element.

We endeavour to work closely with parents/carers and have an identified member of staff that supports parent liaison and pastoral support.
All pupils new to school will have a home visit from the class teacher and lead TA. Home school communication is via an app 'Class Dojo'. For parents and families whose first language is not English there is a translation facility within the app for parents/carers to translate messages into their first language and we will provide an interpreter when requested or identified, We have a Polish speaking parent who can support parents (at their request) to translate documents and complete forms etc.

Teaching and Learning

- What arrangements do you have to identify and assess children with SEN?
- What additional support can be provided in the classroom?
- What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)
- What SEN and disability and awareness training is available to all staff?
- What staff specialisms/expertise in SEN and disability do you have?
- What ongoing support and development is in place for staff supporting children and young people with SEN?
- What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?
- How do you share educational progress and outcomes with parents?
- What external teaching and learning do you offer?
- What arrangements are in place to ensure that support is maintained in "off-site provision"?
- What work experience opportunities do you offer?
- How well does your SEN provision map illustrate the range and level of support for individual pupils or groups with similar needs and the resources allocated to meet those needs?

What the school provides

Pupils have undergone statutory assessment, have an Education Health Care Plan and are recognised as having severe or profound learning difficulties prior to a place being offered.

The Loyne Specialist School has well trained and specialist staff, some with additional external higher qualifications in SEN or Leadership and Management. We provide comprehensive training for staff CPD needs (using external providers alongside our in-house training programme on both statutory and non-statutory elements (including safeguarding, moving and handling, positive behaviour support (PROACT-SCIPr), PECS, eye gaze, motor skills, deaf awareness, ASC, Makaton). We also offer and deliver training to local schools on supporting pupils with SEND.

Support provided in each classroom is led by the needs of the pupils 1:1 may be identified for individual pupils in exceptional circumstances). The expectation is that each class team supports and understands the needs of all pupils. All classes have a high staff-pupil ratio, and pupils are supported by a qualified teacher and a level 3 or 4 teaching assistant. All classes have a minimum of 3 staff and classes vary in size from 8 to 13 pupils.

The curriculum for pupils in primary and secondary departments is based on national guidance and is available on the school website. Curriculum delivery is through a rolling plan of topics and is closely matched to pupils' needs. Behaviour & Awareness, Communication & Language, Movement & Co-ordination and Thinking Skills and Problem Solving are key skills which we endeavour to promote throughout all areas of the curriculum. All lessons are planned to include all pupils.

Pupils are encouraged to be as independent as possible, and this is reflected in their termly targets for independence and self-help skills. Personalised Learning Outcomes (PLOs) are set, evaluated and shared with parents on a termly basis with opportunities to comment on, or recommend areas of focus. Pupils and students are encouraged to contribute to their own assessments as appropriate. Home visits support transition into our EYFS and further home visits for older pupils can be arranged where educational support or Speech and Language Therapy input may be required. Parents/carers are invited to an open day to share and celebrate their child's achievements and progress. Where appropriate, identified pupils access End of Key Stage statutory assessments and accreditation exams (for post 16 students).

Pupils are supported to apply their skills across the curriculum and outside of the classroom. We work in partnership with a range of mainstream and special schools and colleges. Some students' access classes/lessons in local schools/colleges and these are supported by Loyne staff and progress is recorded and evaluated. Work experience is offered to Year 11 and 13 pupils and staff liaise with supported employment services for identified FE students.

The Loyne FE Centre caters for learners aged 16 to 19 years. Students join the Centre from within school and from other specialist provision in the local area. The curriculum delivered within FE is outcome-centred and focuses upon developing appropriate social, communication and independence skills in functional contexts. Learners follow Entry Level courses accredited by City and Guilds in Literacy, Numeracy, and ICT alongside ASDAN PSD and Bronze and Silver Awards. There is a breadth of subjects

on offer outside of functional skills that follow a vocational or creative route. Vocational and creative subjects are accredited by City and Guilds, Duke of Edinburgh, Arts Award and a variety of industry specific areas such as Basic Food hygiene and First Aid. Students are also encouraged to maintain healthy mental and physical health through subjects such as Leisure, Sport, Catering and Yoga. In accordance with the Programme of Study model, there is a strong focus on employability and work-related learning with all learners undertaking work experience and some accessing paid employment within the FE Centre. Extended work placements are also organised, where appropriate. Individual outcomes are considered when planning the annual curriculum. Students are encouraged to voice their opinion and choose their courses within FE to best support their preparation for adulthood. This is discussed throughout the year, and options are collated in the summer term.

A range of interventions are delivered (as appropriate) throughout school which our provision map details and clearly reflects the personal, social and academic impact made. Specialised programmes have been devised by Loyne staff working in conjunction with therapists and include 'Talk Together' 'Top Tips for Talking' and 'Listen and Move' (a sensory integration programme). Interventions may be delivered in small groups for focus on skills that an identified pupil needs to develop. Teaching assistants have worked creatively with parents/carers to help overcome some of the difficulties faced by pupils in the home or in the community.

Staff throughout school collaborate on projects that develop resources and activities to enhance the wider learning opportunities outside of formal lessons (e.g. outdoor play, or sensory packs with activities that can be used at home.

Reviewing and Evaluating Outcomes

- What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?
- What arrangements are in place for children with other SEN support needs?
- How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEN and Disability?

What the school provides

Reviews (for EHCPs) are held annually with invites to parents/carers/social workers/ transition workers/ therapists etc. Where appropriate pupils attend part of the review and contribute a report. Some pupils may choose to share something from their Learning file or Evidence for Learning record to show at these meetings. Pupils under age 5 have a bi-annual review with the first being a Target Setting Meeting. At each review meeting consideration is given if amendments are required to the current provision; this can include changes to banding or school setting. Termly 'Personalised Learning Outcomes, derived from EHCP annual targets, are set by class teachers and these are reviewed at the end of every term. Evaluations are shared with parents.

Parents/carers are invited into school for a Celebration Day to view their child's learning files or Evidence for Learning record. Robust systems are in place for monitoring pupil outcomes thorough out the school year. If concerns arise about a

child's progress then these are discussed with the class teacher and next steps identified.

Staff are committed to multi-agency working and will seek advice from NHS and social care colleagues to holistically meet the needs of pupils. Where needed, a professional's meeting will be held in order to coordinate the provision for a specific pupil.

Where appropriate support will also be commissioned from advisory teachers for Visual, Hearing and Multi-Sensory impairments.

All stakeholders (including parents/carers and Governors) are asked to contribute their thoughts to school improvement planning and information relating to achievement and progress is shared with the Governors Curriculum sub-Committee.

The school has received 5 consecutive 'outstanding' OFSTED reports (January 2024, April 2018, July 2014, July 2010 & July 2007).

Keeping Children Safe

- How and when will a risk assessment be done? Who will carry out the risk assessment?
- What handover arrangements are made at the start and end of the school day? Do you have parking areas for pick up and drop offs?
- What support is offered during breaks and lunchtimes?
- How do you ensure children stay safe outside the classroom? (e.g. during PE lessons and school trips)
- What are the school arrangements for undertaking risk assessments?
- Where can parents find details of policies on anti-bullying?

What the school provides

All staff receive safeguarding training on an annual basis. Information is shared in various forms and include weekly briefings and email bulletins. Governors have received safeguarding training, with some completing online safer recruitment training. There are 5 members of staff trained as 'Designated Safeguarding Leads (or deputies) and the lead DSL also has a specific role to safeguard vulnerable adults.

The Loyne implements a Health & Safety Policy that addresses all statutory requirements for risk assessments and are updated regularly to reflect legislative changes. Policies on Care & Control, Behaviour, Anti-Bullying and Safeguarding are available on request from the school office. Several statutory policies are also available on our website.

We have comprehensive risk assessments in place relating to the school building, educational visits, activities and pupils. Risk assessments are undertaken by many different staff and approved by senior leadership team/governors. Five members of staff are trained as Educational Visits Co-ordinators (3 of which are SMT) and approve any visits that may happen. Staff receive regular training/updates on educational visits, and we use the county's EVOLE system to submit and approval any one-off (type A) or 'higher' risk visits (type B) that are due to take place. We have a thorough system

in place for regular visits that happen within the local community which last less than half a day; teachers inform parents through the termly curriculum information and home school chat books and risk assessments are completed and shared. Governors receive updates at each curriculum sub-committee meeting on visits, these may include an annual evaluation on the trips (including benefits to pupils' learning) and presentations by the extended school's coordinator or pupils who have participated in an educational visit.

Where appropriate a pupil may have a Positive Behaviour Support Plan (PSB plan) which details proactive, active, and reactive strategies. All staff are trained in the use of PROACT-SCIPr and where guides or escorts are likely to be used with a pupil in order to keep them or others safe, this is identified on the PBS and shared with parents for approval. Co-production meetings are held where necessary.

Any pupils with medical needs have a care plan which is written by the children's community nursing team which is shared with staff and parents/carers. Specific training is given to staff as and when needed. Identified staff are first aid trained and there are first aid kits in all classrooms and identified staff in early years have received paediatric first aid training. There is also a defibrillator in school which several staff have been trained to use. School have appointed a Student Medication and Health Needs Manager (SMHNM) to oversee this provision and liaise with key NHS personnel. This position is funded via education and not the NHS. The post is not that of a School Nurse.

The Local Authority undertakes Risk Assessments for individual pupils travelling on home/school transport. Most pupils travel to school on County transport. Due to the limited parking area the school has developed a one-way drop off system that all drivers adhere to which is closely directed and monitored by the site supervisor. We do not have facilities for parking on-site for children transported by parents/carers. A member of senior staff will also greet children as they arrive at and leave school. The handover of pupils collected by parents occurs at the designated area in the car park.

All children are supervised at break time/ lunchtime by school staff. There are demarcated areas for age phases and for more robust activities and a stimulating array of age-appropriate stimuli e.g. musical instruments and outdoor stage. There is high perimeter fencing.

Several staff are trained as lifesavers and there are robust risk assessments in place for the use of the hydrotherapy pool.

Health (including Emotional Health and Wellbeing)

- How do you manage safe keeping and administration of medication
- How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?
- What would the school do in the case of a medical emergency

- How do you ensure that staff are trained/qualified to deal with a child's particular needs?
- Which health or therapy services can children access on school premises?

What the school provides

The school has support from the Community Children's Nursing Team (CNNs). The school has a Student Medication and Health Needs Manager (SMHNM) who oversees and supports all staff who have had medical training and works under the guidance of the CNNs. (Note this is a non-clinical role). Medication is signed in every morning by the SMHNM which is then safely stored in locked medication cupboards in the pupil's classrooms. This system in reverse occurs at the end of the school day.

The CCNs team undertake medical care plans in conjunction with parents and these are reviewed at least annually. The class team also have a copy of these. During education visits, care plans are taken off site by a designated member of staff and any medication administered is recorded and counter signed. Any staff trained in specific procedures (e.g. tube feeding, emergency medication) have their training dated and recorded, the details of which are held centrally. If a pupil requires hospital treatment a member of staff will accompany and stay with them until parents arrive. Any pupil that has required a stay in hospital or has received general anaesthetic will require a 'back to school' meeting to ensure school has the relevant information to ensure the safeguarding of all concerned.

The school has NHS input for Physiotherapy, Occupational Therapy and Speech and Language Therapy. Therapists working hours are variable and dependent upon their NHS case load. School has also employed their own Speech and Language Therapist (WTE 0.6). Where pupils have therapy programmes these are shared by the therapist and class teams incorporate these in pupils' weekly timetables. We can request guidance and advice from speech and language therapists who have training in dysphasia for pupils who have difficulties with eating and drinking.

Pupils are encouraged to be fit and healthy and the school is dynamic in continually meeting the National Healthy Schools Award agenda. Pupils are encouraged to develop their cycling skills from EYFS to Post 16, and we have a range of adapted trikes and bikes.

In agreement with parents and carers, pupils' weight may be monitored, and any concerns shared with parents and where needed a food diary may be used to record what a pupil is eating during the school day.

Communication with Parents

- How do you ensure that parents know "who's who" and who they can contact if they have concerns about their child/young person?
- How do parents communicate with key staff (eg do they have to make an appointment to meet with staff or do you have an Open Door policy?
- How do you keep parents updated with their child/young person's progress?
- Do you offer Open Days?
- How can parents give feedback to the school?

What the school provides

The school website provides detail on the governing body and staff. We endeavour to regularly and effectively communicate with parents and carers and this has been reflected in our Leading Parent Partnership Award. We have an identified member of staff to support parents who will provide advice, give information, or support families to complete forms or work with other agencies.

Parents of all pupils are encouraged to download Class Dojo which supports two-way communication system between home and school. Curriculum information, timetables and PLOs are electronically shared with parents/carers at the beginning of each term.

Photographs of class work and activities are regularly uploaded onto Facebook (with permission from parents) and Class Dojo and throughout the year each class will have the opportunity to showcase their work in an assembly and parents are invited to this alongside the Singing and Signing weekly assembly.

All new pupils will be offered a home visit by two members of the class team to discuss any issues with their family. If parents and carers would like a conversation in school, we kindly ask that an appointment is made to discuss any issues they may have. This enables us to ensure that staff are made available to meet with them. Some parents/carers prefer to phone. Further information about raising concerns can be found on the website under the section on policy/complaints.

Throughout the year we have whole school activity days and events that parents/carers are encouraged to join, and we hold a Celebration Day in the summer term where parents/carers are invited to come into school and discuss their child's progress and review the work that they have completed throughout the year. They also have an opportunity to meet key staff from their child's next class team.
A photographic learning journal is sent home at the end of every term to showcase pupil's access to the curriculum.

Working Together

- What opportunities do you offer for children to have their say? e.g. school council
- What opportunities are there for parents to have their say about their child's education?
- What opportunities are there for parents to get involved in the life of the school or become school governors?
- How does the Governing Body involve other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g. health, social care, voluntary groups)
- How do home/school contracts/agreements support children with SEN and their families?

What the school provides

We have a Rights Respecting School Council with pupils from key stages 1 to 5 meeting regularly throughout the term and who are ambassadors for school; representing the school at pupil parliament for example. Council members have an opportunity to influence specific elements of school life e.g. playground activities,

healthy food options, lunchtime clubs. The School Council is encouraged and supported to elicit the opinions of other pupils in their class. We endeavour to ensure that all of our pupils have a voice, and the school uses a total communication approach to ensure that pupils' can express their likes, dislikes, wants and needs.

Assemblies, themed days, and weeks (linked to festivals and important calendar events) emphasise the social, moral, and spiritual ethos and promotes the school's vision of working together and valuing achievement.

The Governing Body seeks representation from skilled personnel who can support and enhance provision in this school. There are occasions when work streams utilised which involve a small working party which include a named Governor to support the development of a school improvement priority.

Each family signs a partnership contract (home school agreement) before their child starts school. This has clear information about roles and responsibilities, including school uniform, homework and home school communication.

See information above for parent involvement and communication.

What Help and Support is available for the Family?

- Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?
- What information, advice and guidance can parents and young people access through the school? Who normally provides this help and how would they access this?
- How does the school help parents with travel plans to get their son/daughter to and from school?

What the school provides

The school endeavours to work closely with parents/carers. Parents/carers sign a home school agreement which gives detail about supporting their child's learning at home e.g. encouraging their child to complete their homework.

Some families need extra help with form filling, and we have an identified member of staff who will support parents with this. We have a parent volunteer who will support parents/carers to understand and complete forms (where Polish is their first language).

Some parents/carers need assistance with specific aspects of home life for their child and we have some capacity to help with these areas (e.g. behaviour, sleeping and eating).

Workshops and training are offered to parents/carers on a range of topics including Makaton, behaviour support, early communication, and online safety etc. Parents have access to a specific area on the website which contains resources and webinars which have been created by school staff to support families. When appropriate, parents & carers are signposted to externally run courses or advice.

Transition to School and School Leavers

- What support does the school offer for pupils coming to the school?
- What support is offered for young people leaving the school? (e.g. careers guidance, visits to colleges, apprenticeships, supported employment etc)
- What advice/support do you offer young people and their parents about preparing for adulthood?
- What advice/support do you offer young people and their parents about higher education, employment, independent living and participation?

What the school provides

We offer without prejudice visit (WPVs) Open Days for parents who are considering applying for a place at The Loyne. These are only offered to pupils who are moving through the assessment process or for pupils who are seeking a specialist p[placement for Post 16. In rare cases we will offer WPVs if we have capacity within school to take a child from another year group.

Once a placement is agreed and where possible, class staff will attend a transition meeting with the child's previous setting to support transition.

All new parents/carers complete information sheets detailing contact information, permissions, medication, and most importantly key information about their child that they want us school to know. A separate medical information sheet is also completed via FORMS.

Some parents/carers feel more comfortable with a phased introduction to school if they have young children. Parents of primary & secondary aged pupils who are starting school with us in September are invited into school for a 'Stay and Play' morning during the summer where they will have the opportunity to meet staff, find out more about the school day and experience some of the resources / activities available to their child.

For most pupils who join us at other points during the school year there is the opportunity to have a taster session(s). Whenever possible staff also visit their previous school. Transition is planned carefully with parents and takes pupils' individual needs into account.

Some of our 'parent and carer' sessions specifically look at transitional issues and aim to support parents/carers to deal with sensitive issues such as puberty.

For students joining the post 16 provision, parents and students are invited to an information evening where they are given detailed information about the curriculum that young adults will access. Transition to the Loyne FE Centre is planned collaboratively with feeder schools and students are supported carefully during these visits. During the FE course, staff work closely with local colleges and other post-19 provision. The 'options' information evening gives the opportunity for parents to meet and discuss future options with a range of different providers. They are supported in this by school staff and The Transitions team.

All FE students have a focus on independence and living skills throughout the curriculum and practise skills in these areas. Work related learning forms a significant element of the curriculum for students in the Loyne FE Centre. Students are given

opportunities to apply for a 'job' within school. They are asked to apply, attend an interview and participate in training.

The Annual Review process for post 16 students provides a valuable opportunity to discuss transition plans for future school leavers.

Extra Curricular Activities

- Do you offer school holiday and/or before and after school provision? If yes, please give details.
- What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?
- How do you make sure clubs, activities and residential trips are inclusive?
- How do you help children and young people to make friends?

What the school provides

We aim to have a range of lunchtime clubs on offer. The nature of the groups reflects the needs of pupils in school and there is no charge for these clubs and may include

- Sing & Sign choir
- Cycling
- Boys group
- Gardening
- Art
- Recycling

We also aim to offer regular after school clubs which will include a mix of:

- Sensory Art
- Sports & Games
- Dance & Movement

In addition, we have a youth club for older students which runs every half term.

Prices for after school clubs vary dependent on time and activity, and some are funded via Pupil Premium Grant/Bursary.

Residential trips may be offered to pupils & students, and we use a range of providers depending on pupil need. Prices for residential visits vary depending on discretion. For our pupils who are entitled to pupil premium or bursary funding they may be offered to these pupils without charge.

Reviewed and Updated: Dec 2025

Next review date: December 2026